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ABSTRACT

This report contains a collection of papers selected from those presented at the conference. Topics covered include: human relations in the interactions of ethnic groups, crowd control at athletic events, trends in health education on drugs, sex education and family life, administrative structure, year-round schools, physical education programs, and physical education facilities. Besides papers and speeches, the document contains summaries of group discussions on the topics covered in formal presentations. Supportive materials are appended. (DE)

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APPROACHES TO PROBLEMS OF PUBLIC SCHOOL ADMINISTRATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

Proceedings of the Sixth National Conference of City and County Directors, American Association for Health, Physical Education, and Recreation, December 8-10, 1968, Washington, D.C.

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Proceedings of the Sixth National
Conference of City and County Directors
December 8-10, 1968, Washington, D.C.

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Foreword

The Sixth National Conference of City and County Directors was held at the NEA Center, Washington, D.C., December 8-10, 1968. It was sponsored by the American Association for Health, Physical Education, and Recreation and planned by and for the AAHPER's Council of City and County Directors.

This Council, made up of local administrators of health, physical education, and recreation programs in the public schools, is an important Association structure. Its members have the tremendous task of making decisions about policies, budgets, personnel, curriculum, programs, and appropriate equipment and facilities for thousands of youngsters in the schools of our country. The national conferences provide them an opportunity to come together, to meet and exchange experiences and ideas. They learn from each other in small group discussions as well as being exposed to the opinions of various experts through the conference speeches.

The Board of Directors of AAHPER is deeply interested in the professional growth of the administrators. It considers the conferences of the city and county directors group among the most important meetings of the Association calendar.

Marvin Eyler, vice-president-elect of AAHPER and chairman-elect for the General Disision, of which the Council of City and County Directors is a part, welcomed the conferees, on behalf of the Board of Directors and officers of the General Division. He gave special recognition to the members of the Conference Program Planning Committee (see next page) for their fine contribution.

Mabel Locke, 1968-69 president of AAHPER, also addressed the group. She listed some of the challenges facing the profession today and tomorrow, and noted that we are all going to have to face the forces that are dictating change. Adjustment must begin now--and the fact that so many local administrators were attending the conference was evidence of the concern and the willingness of this group of AAHPER members to meet the challenge of the future. Recognizing that the local directors are often the unsung heroes who do much of the work and reap little of the credit for the benefits that accrue to youth through the HPER programs they coordinate, she reminded her audience that our country has never been in greater need of leaders committed and dedicated to the goal of teaching values. The challenge is summed up in President Locke's theme for the year, "Committed Action Requires Effort."

The three-day conference shedule was a crowded one, beginning with breakfast meetings at the NEA Center, during which participants heard from the project directors and consultant staff of AAHPER. They learned of the great number of projects carried on within the eight divisions and the Association. Major addresses and panel presentations were interspersed with small group discussions, which participants could attend to suit their own specific needs. In these proceedings, the speeches have been given in full but the discussions have been summarized by recorders (see page 145). Materials that were distributed to conferees and documents referred to by speakers are included in the Appendix.

These proceedings are being made available with the hope that they will rekindle the enthusiasm which was so evident among the administrators who attended the conference and furnish the information they need to carry on their important tasks. It is hoped also that those administrators, teachers, and others who read and use the material presented here will find it helpful to them in the performance of their responsibilities.

George F. Anderson
Acting Executive Secretary, AAHPER

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SIXTH NATIONAL CONFERENCE OF CITY AND COUNTY DIRECTORS

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Human Relations Problems and the Interactions of Ethnic Groups

MORTON J. SOBEL
Specialist in Education Integration, Division of Intercultural Relations in Education, University of the State of New York, Albany

I want to do two things at the beginning. First, let me apologize for what you may consider the tone of my remarks; second, I shall not apologize for the content of my remarks. I hope to tell it like it is and I do not mean to offend anybody. We are at the point in our society and in our American culture where we had better take a long, careful, hard look at what we are doing or somebody else will put us in a position where we have to do so.

As I came here today, I really expected to see a somewhat more colorful audience. About two-thirds of the children who are in the large urban centers in the United States—and I gather that many of you are from cities—have dark skins or are Spanish-speakers or have some non-white characteristic. But we, the administrators, are Caucasians. This was true at the Great Cities Administrators Conference, just held in Philadelphia. There was a great to do about this. There has been a rearranging of administrators in some cases, so that some blacks can participate.

There is a routine that Godfrey Cambridge does about certain "Negro characteristics." Cambridge plays a musical instrument very badly, off pitch, off key; then he plays baseball very badly; but finally, there he is in a white shirt and tie and carrying his dispatch case and saying, "Some of us make good administrators." I think this is relevant, particularly in the HPER field. Incidentally, I am unchallenged in the American pastime of standing up before people and telling them what they should do. I am delighted and gratified that you are concerned. I have been in and around the fringes of this human relations business for 25 years or so —a long time.

I am delighted that you have reached the point of being concerned about people living together in peace and harmony and contentment. It is not just the other fellow's job and you are to be commended for your interest and concern. As a broad general principle, I would agree with my friends in psychoanalysis that you have to feel worse before you are better. We are going to be a lot worse before we are better. Things are going to be a lot worse in the whole area of race relations before they can get better.

We are talking about educating poor black kids. I am sorry to say things will be worse before they are better; you will be under intense pressure. Everybody in education is convinced that all principals and administrators were once "phys ed" teachers. I am not sure that you know this!! Under the circumstances, you should be aware of the fact that there is considerable pressure, not only for training and retraining administrators who are nonwhite, but pressure for a compensatory movement—a considerable pressure for promoting nontrained administrators.

I believe we are moving into a degree of greater rather than less polarization between the races in our society. We are becoming more polarized and, hopefully, this is only a stage in our development which will soon pass. But we had better recognize that we are in that situation and that this is not just something that is solely for large cities, or solely for one section of the country.

We have about four major groups in our society who are becoming more and more polarized. One of these we have had around for a long time, and these are the white separatists. The white separatist has been fairly successful in one aspect of his work. I think we have made a serious error in making it less respectable to be a separatist and to dress up in a white sheet. The one aspect of our culture in which we have been most successful is in teaching blacks to be separatists; they are our second major group. Where the blacks want their own schools, it is something we have taught them. In Chicago, the major movement toward setting up smaller local school districts is coming from two groups that have become allied. One is a white segregationist group and the other is a black group. They have become "friends" and are delighted to bring their efforts together and to conduct a major political campaign.

Whatever you may think about decentralization or community control; whatever you may think about it; whether you are for it or against it—it is coming. There will be no stopping it. You must recognize it and whether you like it or not, let us go along with it.

The third major group in our society is the Spanish-speaking American, including the Puerto Ricans and those of Mexican descent. A variety of others are also separated from the mainstream of our culture primarily because of language separatism and different cultural background. Make no mistake about it. This group is becoming more activist. Jose Jimenez has now again become Bill Dana. The Mexican American is not putting up with the stereotype any more. And this is a group that will become more and more important.

Finally, there is all of us—good guys in white hats. All us integrationists. We are the good guys! We want to live in peace, goodwill, and understanding to a certain degree. We really want this so that we can be comfortable. I think that what is happening is that we good guys are losing the battle, and it is only through the kinds of efforts that you are here to concern yourselves with that the tide of the battle will be changed. Our D. C. city population is close to 70% black and the school population is 93.6% black. Many of the teaching staffs in our large cities today and most of the people who are actually in the classroom, more and more, are black. This is not yet true at the administrative level and this is where the pressures will come from. I know you are city and county directors. In case any of you county directors are from suburban counties and you think, "This does not mean us!" Do not kid yourselves. I am from Detroit, and in one of the suburban areas, the people who are moving from Detroit to the suburbs to avoid the black people are meeting the people from Pontiac moving south for the same reason. Nobody is "safe." Now is the time to take a long careful look.

Let me say something specifically in terms of your area of operations and how I, as an outsider, view them. It seems to me that you are in a particularly positive and particularly strategic and particularly good position in this area of dealing with the blacks and interaction concerns of the ethnic, racial, and minority groups of this country. We hear a great deal about black power, teacher power, and so on. The one kind of power on which you are not totally dependent is the black-and-white power; that is, the text book. You do not depend on these to the same degree as does the teacher in an academic area. Many of you, I believe, have some responsibility in the area of driver education. There is a new driver education book full of illustrations and every single child and teacher is white. If, by any chance, there were any families in these pictures, you would hear from family power; so even here there is a necessity for some concern.

The second major element in your favor, that makes your job more viable, is what you do. Kids come to you for their fun. They like to come, they want to come. This is an important concept—everybody participates in physical education.

This brings us to the third area—that you have an opportunity to influence children to participate, the opportunity for them to have interaction and relationships with other children, the opportunity to achieve, to be a part of the total group.

I would think that one of the other areas in which you have some great buttresses of strength is in the whole contributions approach and the fact that so many Negroes and other minority group individuals have made so many successful contributions in your field.

I think there is a need for caution here. We would not want to perpetuate the idea that the Negro is only good for athletics, and the other idea that the white child may ask his black neighbor, "How come you do not play baseball like Jackie Robinson?" The whole area of the contribution of Negroes in athletics is a powerful weapon in your hands. The most important thing you can do is to be able to teach that divisions between people are not based on race and that divisions between people and the ability to achieve, particularly in the area of physical achievement and physical participation, have nothing to do with race. The divisions between the best of one group and the worst of another group are less than the divisions within any one group. Racial divisions do not determine whether you are good individually or bad.

Let me suggest to you that the time has come right now to integrate, if at all possible. If you are not able to integrate; if you are in a city like ours, or in an all white situation; if you are in a situation where integration cannot happen at the moment, there are two possibilities. Provide the opportunity across county lines, across state lines. We have a small experiment going now where we are bussing 21 children to Maryland. A bill has been introduced in the Maryland State Legislature to stop even this. The state of California has been busing 800, 000 kids every year, though not necessarily for purposes of integration. The best kind of quality education, whatever that may be, is another alternative in which you all ought to be examining possibilities, if you are not in a position to bring about racial integration.

It seems to me that in American education, we have to do this kind of thing. We do not have fifty years when it comes to racial integration and to coping with our urban problems. We have to start right now seeking out, promoting, and including nonwhites. Now is the time to consider the kind of leadership that was alluded to a moment ago. If I sound like a revolutionary, I am! I like to think that I am the kind of revolutionary that we are in business for in this country.

Crowd Control at Athletic Contests

WALTER E. BARHAM
Director of Secondary Boys' Physical
Education, Tulsa Public Schools,
Tulsa, Oklahoma

The contents of this report deal primarily with what we are doing in Tulsa on crowd control and information obtained from school officials in other cities.

Tulsa has a total of nine public high schools. Enrollments range from 1, 000 to 2, 600 students. Our Tulsa schools are divided into two conferences that include five schools outside of the city. With these outside teams we have two seven-team conferences.

1. Relationship between Tulsa School Officials and Tulsa Police Department

Each year prior to the opening of the Tulsa Public Schools' football season, school officials meet with the Police Chief of the City of Tulsa. The Chief is given a complete city football schedule with information as to where unusual situations may arise.

2. Police Coordinator

The Tulsa Public Schools hire a police coordinator (recommended by the Police Department) who serves as an administrator of police personnel at athletic events. The duty of the police coordinator is to select, assign, and administer security measures pertaining to high school athletic contests. Off-duty police personnel are assigned to these events. The number of police hired depends upon the standing of participating teams and any anticipated tension that might exist between schools. The schools pay these off-duty policemen for these services.

3. Police Traffic Lieutenant

The police traffic lieutenant is a regular police officer paid by the city who is regularly assigned to the particular area of the athletic contest.

4. Coordination of Duties

The chief of police coordinates the duties of the police coordinator and the traffic lieutenant. He assists the police coordinator in placing police at certain locations in the stadiums so that all parts will be under observation at all times in the event of trouble. He also works with the traffic lieutenant so that regular traffic officers of the area are alerted to keep surveillance on the stadiums throughout the games and particularly near the end of the games when trouble would most likely occur.

5. Decorations

We have had in our Tulsa schools for a number of years a policy which prohibits decorations of any kind at athletic contests (except the queen's boxes at football games). Placards, banners, dummies, cowbells, whistles, horns, and other noise making devices are not permitted in the stadium or gymnasium. Any deviation from normal procedure must be cleared through the office of the Director of Secondary Boys' Physical Education.

Roy C. Groe, director of health and physical education of the Wichita Public Schools, reports "Our league here in the city of Wichita has banned all banners other than those that are authentic school banners, such as school name, pep club, etc. These banners must be made of cloth or similar material. (This eliminates paper banners on which insults could be hurriedly written and the banner then hung up in the field or in the gym." The above policy was adopted by the state of Kansas and has been in effect for the past two years.

6. Coaching Etiquette

Head coaches, assistant coaches, and players are counseled to accept official decisions in a sportsmanlike manner without any outward sign of disagreement.

7. Sportsmanship

A sportsmanship award is given by the conferences to the school that demonstrates the best sportsmanship throughout the school year. At each athletic contest the visiting student body is rated by members of the home team student council members; cheerleaders rate cheerleaders and team captains rate the visiting team. All of these game ratings are averaged with the ratings submitted by the game officials to the state association and the school with the highest rating at the end of the year receives a trophy.

Joe C. Tusa, assistant superintendent for athletics, health, physical education, and recreation of Houston, Texas, made the following comments about encouraging sportsmanship in that city: "Many of the civic and service organizations of Houston have helped us by giving special attention in such matters as providing trophies for good sportsmanship." (In his letter on the general subject of crowd control, he also said "We have added more police for our games since we have integrated, and we have added extra lighting to all of our facilities.")

8. Public Address System

Announcers are directed to make only those announcements that are pertinent to the games, such as line-up, names of ball carriers, name of tacklers, and yardage and downs only when the ball is inside the 10 yard line. No running commentaries are permitted. Any other announcements must be cleared through the superintendent's office prior to game time. All of our games are still preceded by a prayer given by a student from the visiting school, over the public address system.

9. Press Relations

All efforts are made to accommodate the press when covering athletic events. Telephones are made available. Good press relationship has enabled our schools to obtain favorable editorials and news coverage in regard to the good behavior of our students.

10. Exchange Assemblies

Principals, coaches, team captains, and cheerleaders attend exchange assemblies during the week of an intercity contest. This gives the students an opportunity to know more about their opponent and gives the principals, coaches, and team captains an opportunity to discuss sportsmanship. Cheerleaders are called upon to lead cheers for the opposing student body.

11. Bussing Students

At intercity athletic contests held in schools where game facilities are less than adequate, students from visiting schools are encouraged to ride school buses to and from games. Buses are parked near game site to expedite loading and departure.

In football, participating teams are transported to and from games by school buses. At intercity games, even though locker room facilities are available at stadium, the teams are transported to their home school to shower and dress.

12. Physical Education Classes

Prior to the opening of the fall and winter athletic season, physical education instructors talk to their students about good sportsmanship at athletic events. Students are informed on how officials are hired and how schools are rated by opponents and officials. They are challenged to maintain the high level of sportsmanship expected of the school.

Practices and Methods of Crowd Control at School Athletic Events

GEORGE J. KOZAK
Director of Physical Welfare,
Cleveland Public Schools,
Cleveland, Ohio

The demands for curtailment or elimination of night athletic activities have been on the increase in our large cities and suburban areas throughout the country. Some areas have acceded to these demands. The cities that continue to have night schedules must be increasingly vigilant in their efforts to minimize disturbances. Continuing programs to promote good behavior before, during, and after the games cannot be over emphasized within the school, within the community, and with civic groups and with the security officers.

All programs of crowd control should be initiated or approved by the superintendent or the principal. They should involve the teachers, student government, coaches, players, athletic directors, officials, and game management personnel.

Civic and commercial organizations should be enlisted in this effort. The local police, both regular duty officers and special officers assigned to the games, should be advised of school policies and procedures. Every effort should be made to dissipate traffic from the area of the contest as quickly as possible. Schedules of all contests, day or night, should be delivered to the police chief or safety director before the season begins; also, throughout the season they should receive current reminders of the games scheduled for the week with anticipated attendance given for each game.

The schools should have assembly programs on sportsmanship and spectator appreciation. The coaches and players should be exceptionally aware of the influence they have on school behavior, not only at games attended but also in their daily behavior around the school. Coaches and athletes giving talks at neighborhood elementary and junior high schools will minimize difficulties in the neighborhood where the contest is held. Many of our problems are caused by junior high pupils who reside in the area of the athletic field.

Special sportsmanship award programs are useful such as the one the Cleveland Press sponsors which directs attention to the positive aspects of athletics.

This includes parent attendance, bands, drill teams, cheerleaders, and special features on innovative projects in the development of wholesome interschool relationships. The importance of total community involvement and encouragement of pupil participation in as many school activities as possible are both stressed.

In many cities a majority of the students have after school jobs and their only opportunity to be a part of the school program is their attendance at the night athletic events. The same is true of the parents who have responsibilities and they should be given every opportunity to see their children and neighbors' children participate in the activities of the school program.

In preparation for participation in this program, I made a survey to determine prevailing practices in secondary schools for direction and management of students and spectators at athletic events. The following pages review the questions asked and the information obtained. Fifty-three replies were received, a return of 75%. Results are presented for each question as it appeared on the questionnaire.

1. How many interscholastic high school contests are scheduled in your school system per week in each of the following sport seasons: football, basketball, wrestling, track-field?

Frequency of Athletic Events Per Week in Four Sports

Number Per Week	Number of Schools Replying			
	Football	Basketball	Wrestling	Field-Track
1	7	--	9	9
2	7	14	8	12
3	9	1	5	4
4	5	5	7	5
5	7	4	2	10
6	5	7	4	3
7	1	3	2	1
8	4	1	3	--
9	1	1	--	1
10	--	4	1	2
11	2	--	--	2
12	1	3	--	3
13	--	--	--	1
14	--	1	--	--
15	--	1	2	--
16	--	3	--	--
17	--	1	--	--
18	--	--	--	--
19	--	--	--	--
20	5	5	--	1

2. In your school system, disturbances at athletic events occur how often?

Frequently	0
Occasionally	22 or 41%
Seldom	31 or 59%

3. Are the majority of disturbances generally limited to the athletic event itself (players, officials, coaches, student spectators, adult spectators)?

Yes	25 or 46%
No	27 or 52%
None	1

4. Do the majority of disturbances occur in the area adjacent to the athletic facility (parking area, field, or gymnasium exits, neighborhood)?

Yes	48 or 92%
No	2 or 2%
No problem	3 or 6%

5. In most cases disturbances at athletic events may be traced to the following causes (Replies are listed in the order of frequency).

. Outsiders, dropouts, graduates, nonstudents, deliberate troublemakers, militants, students with a cause, junior high schools	43 or 39%
. Rivalry between races, schools, and groups	25 or 23%
. Lack of supervision by parents, police, and faculty	21 or 19%
. Racial overtones	11 or 10%
. Liquor	10 or 9%

The following causes were listed often enough to be considered as areas for consideration and possible remediation.

- Lack of preparation and orientation for sports activities
- Lack of self-control of players, coaches and participants
- Poor supervision by home team of visiting team needs
- Poor officiating, disagreement with official judgment, unpopular victory reaction, poor losers
- Leniency against those found guilty.

6. What measures have been employed to alleviate disturbances or lessen their occurrence at athletic contests with respect to the following factors with which you have had experience or intend to implement?

A. Limitation of spectator attendance at games

Yes	7 or 13%	Occasionally	4 or 7%
No	31 or 57%	No reply	11

B. Evening or afternoon league schedules

Afternoon	13 or 24%	Both	16 or 30%
Evening	13 or 24%	No reply	11

C. Restriction of gate ticket sales

No	21 or 39%
Yes	4 or 7%
No reply	28

D. Utilization of school personnel for security or control purposes

Faculty supervision	27 or 51%
Faculty paid extra	13 or 25%
Paid civilian security guards	6 or 11%
No school personnel used	3 or 5%
Assign teachers	2 or 4%
Teacher with policeman	2 or 4%

E. Utilization of local Police Department for crowd supervision and control

Yes	41 or 76%
Off-duty police	10 or 19%
No reply	2

F. Development of student sportsmanship programs in all schools

Yes	48 or 89%
No	2 or 4%
No reply	3

Two most often mentioned methods of developing sportsmanship were:

- Assemblies on good sportsmanship
- Sportsmanship awards

G. Educating the students to intelligent game sportsmanship

Yes	43 or 79%	Some effort	4 or 7%
No	2 or 4%	No reply	4

Two methods successful in sportsmanship education were:

- Preseason clinics and assemblies
- Physical education department instruction

H. Utilizing student cheerleader and pep squads

Yes	47 or 87%
No	4 or 7%
No reply	2

I. Evaluating attitudes of coaches, players, and spectators following game performance

Yes	27 or 50%	Occasionally	11 or 20%
No	9 or 17%	No reply	6

J. Evaluating quality of officiating

By coaches	33 or 61%
By athletic commission	8 or 15%
No evaluation	5 or 9%
No reply	7

K. Establishing programs of human relations within and between schools

Yes	35 or 65%	Some effort	3 or 6%
No	3 or 6%	No reply	13

Two most frequently mentioned vehicles for handling human relations were PTA groups and clubs in assemblies

L. Reviewing facilities for athletic events for maximum safety and security

Yes	43 or 82%
No	4 or 7%
Omitted	6

City administration and police departments were most frequently mentioned as responsible for safety and security.

M. Establishing a local athletic advisory committee to review and recommend policies for athletic events

Yes	32 or 59%
No	10 or 19%
Omitted	11

N. Utilizing the communications media (press, radio, television)

Yes	37 or 69%	Occasionally	2 or 4%
No	6 or 11%	Omitted	8

7. Suggest remedial measures

Teach sportsmanship code at all schools
Closer liaison between school and law enforcement agencies
Good supervision—teachers and police
Hire civilian security police
Varsity coaches and athletes visit junior high and elementary schools
Fences between stands and playing field
Separate sections for students
Student identification cards
Good public address system
Schedule games in trouble-free areas
Eliminate night games
Encourage parents to attend
Bus students to and from games
Misconduct means dismissal from team
Enforcement of curfew

8. Suggest preventive measures

Separate area for visitors
No night games
Restrict ticket sales, attendance
Spectators must be in seats
Schedule games on neutral field
Eliminate signs, noisemakers, gimmicks
Bus students to and from game site
No admission charge
Educational programs for coaches, players, students
Encourage teachers and student leaders to attend by free passes
Local squad cars escort visitors
Give free passes to men who would attend to supervise
Police and school administration should develop standards for crowd supervision
Do not use small high school stadiums where spectators are too close to playing field
Traffic control away from area
Police cruising in neighborhood around playing fields
Select a "Coach of the Year" to gain entire community's attention
Serve all soft drinks in paper cups

Crowd Control: A Pressing Responsibility for City Directors

ROBERT M. PATE
Supervisor of Health and Physical Education, Hartford Public Schools, Hartford, Connecticut

Crowd control at athletic contests could be termed the most pressing responsibility of the director of health, physical education, and recreation. This is a rather strong statement, and one most of us gathered here at this conference would disagree with. But can we really disagree?

We see our responsibilities as improving instruction in the educational areas assigned to our departments. Ideally, we function to provide a vigorous physical activity program that is geared to the needs of all pupils. We aim to reach all children with a good health education program, and we try our best to make our programs such that pupils will understand the value of physical activity and enjoy it enough to continue participation for years to come.

Unfortunately, or perhaps I should say fortunately, we do not live in a vacuum. We have real problems that arise daily. School boards or city councils often look at gate receipts from athletic contests very carefully when setting school budget figures. Too often, our total programs are judged by the "success" of the athletic teams at the high school level. We have to live with these conditions and still do the things that have to be done.

We could succeed in some of the ideal duties we have, but if we fail in properly administering athletic contests we can be so severely criticized that we become ineffective in our over-all functions. This one phase of our program is before the public eye; it is open for criticism. We cannot shirk the responsibility,

I have developed a questionnaire survey of practices and opinions in the state of Connecticut. This questionnaire was mailed to the 22 members of the Connecticut Association of Administrators of Health and Physical Education. The results, therefore, are not indicative of every school district in Connecticut, but only of those school districts who hire full-time directors. Every member of our association responded to the request. Many are here today, and I thank them for their cooperation.

Each question is summarized in the report, so I will merely summarize, in a few statements, my interpretations of the trends indicated by this survey.

1. Spectator or control problems are increasing and at a faster rate in the larger cities.

2. All school districts take the greatest precautions in football and basketball. Hockey, where played, rates high.

3. Most school districts hire teachers to supervise at athletic events, and most have increased this coverage in the past three years.

4. All school districts use police protection at football and basketball games. Half have found it necessary to increase this protection in the past three years. Large cities find it necessary to cover more sports than suburban cities.

5. All school districts rely heavily on sports assemblies and pep rallies to stress sportsmanship.

6. There has been an increase of both major and minor incidents in the past three years.

7. Two large city school districts have experienced problems during the playing of the national anthem. Seven felt the incidents at the Mexico Olympics would have an unfavorable reaction, and 14 indicated the action of the Olympic Committee would have a favorable reaction on our problems.

8. Seven school districts have dropped night football to exert better control.

9. Two school districts have dropped or are considering dropping night basketball to exert better control.

10. Sportsmanship assemblies, uniformed police protection, examples of coaches, and faculty supervision were listed most often as "successful techniques."

A few of the practices employed in the city of Hartford, that have been helpful to us, are presented here as a guide to others.

1. We make every effort to educate our administration and Board of Education that high school athletics is an educational venture for both participants and spectators and must be judged on this basis, not on gate receipts.

2. We operate most of our contests with a very carefully developed plan, including schematic drawings of locations of various personnel.

3. We rely heavily on city police coverage, and we work closely with the police department, because we are dependent on them for the numbers of officers assigned.

4. We assign key faculty members to strategic locations. We feel their presence in the proper spot can prevent an outbreak.

5. We work very closely with the coaching staffs of the various squads on what their over-all responsibilities are in this problem and what their specific assignments are if a problem arises.

The administrators who participated in this survey, and the school districts they represent, are listed below:

Charles T. Avedesian	Darien
Matthew Barberi	Hamden
Joseph Burns	Bridgeport
Frank Crisafi	East Haven
Edward Crotty	Danbury
Charles Dattola	Greenwich
Frank Dornfeld	Westport
Donald Elliott	Glastonbury
William Evans	Waterbury
Edmund Finley	Stamford
Michael Hannigan	Fairfield
Dale Harper	West Hartford
Charles Horvath	East Hartford
William Huber	New Britain
Thomas Monahan	Bristol
Robert M. Pate	Hartford
Albert Pilvelis	New Haven
Raymond Rich	West Haven
Richard Rogalski	Newington
Margaret Shugrue	Norwich
Joseph Troy	Norwalk
David Wiggin	Manchester

The questions and a report of complete responses appear in the Appendix, page 110.

Approaches to Crowd Control

SUMMARY OF REPORTS: SMALL GROUP DISCUSSIONS

The nature and seriousness of the problems in crowd control have recently become more drastic and bizarre as they have occurred in increasing frequency. They take on the collective character of a deliberate attempt either to ignore or confront the system. This social problem may be impossible to eliminate completely, but an attempt must be made to cope with the immediate symptoms. Our only hope is for imaginative and coordinated efforts by the school administration, the majority of students, and community authorities to promote standards of conduct conducive to continuing spectator sports in comparative tranquility. The alternatives are to allow a disruptive element to completely negate the nature of school athletics, to play with no spectators, or to abandon the activity.

The following will present some causes of crowd control problems and some approaches to solutions.

Some Causes of Problems

Lack of anticipation of, and preventive planning for, possible trouble

Lack of proper facilities

Poor communication resulting in lack of information

Lack of involvement of one or more of the following: school administration, faculty, student body, parents, community, press, and law enforcement agencies

Lack of respect for authority and property

Attendance at games of youth under the influence of narcotics

Increased attitude of permissiveness

School dropouts, recent graduates, and outsiders

Some Approaches to Solutions

Develop written policy statements, guidelines, and regulations for crowd control.

1. Consult the following before writing policy statements or promulgating regulations: school administration, athletic director, coaches, faculty

members involved in the school sports program, school youth organizations, local police departments.

2. Properly and efficiently administer regulations and provide for good communications.

3. Constantly evaluate regulations and guidelines for their relevance and effectiveness.

4. Make guidelines and regulations so effective that the director of athletics who follows them is secure in knowing he has planned with his staff for any eventuality and has sufficient help, appropriately briefed, for any situation that may arise.

Provide adequate facilities.

1. Plan and design stadiums, fieldhouses, and gymnasiums for effective crowd control.

2. Provide for adequate rest room facilities.

3. Establish a smoking area when indoor contests are held.

4. Complete preparation of facilities before game time.

Teach good sportsmanship throughout the school and the community.

1. Begin education in good sportsmanship in the earliest grades and continue it throughout the school life.

2. Make frequent approving references to constructive and commendable behavior.

3. Arrange for program appearances by faculty members and students jointly to discuss the true values of athletic competition including good sportsmanship.

4. Make use of all news media through frequent and effective television, radio, and press presentations and interviews, commentaries, and frequent announcement of good sportsmanship slogans.

5. Distribute a printed Code of Ethics for Good Sportsmanship.

6. Include the good sportsmanship slogan in all printed programs at sports events.

7. Urge the use of athletic events as an example in elementary school citizenship classes, stressing positive values of good conduct at games, during the raising of the flag and singing of the national anthem; courtesy toward visitors.

8. Involve teachers in school athletic associations, provide them with passes to all sports events and stress the positive values of their setting an example of good sportsmanship.

Intensify communications prior to scheduled games.

1. Arrange for an exchange of speakers at school assembly programs; the principals, coaches or team captains could visit the opposing school.

2. Discuss with appropriate personnel of the competing school the procedures for the game, including method and location of team entry and departure.

3. Provide superintendent or principal, athletic director, and coach with a copy of written policy statement, guidelines and regulations.

4. Meet all game officials and request them to stress good sportsmanship on the field.

5. Meet with coaches and instruct them not to question officials during a contest; stress the importance of good sportsmanship and the fact that their conduct sets the tone for spectator reaction to game incidents.

6. Instruct students what to expect and what is expected of them.

7. Schedule preventive planning conferences with local police to be assured of their full cooperation and effectiveness in spectator control.

Inform the community.

1. Request coaches and athletic directors to talk to service groups and other community groups.

2. Stress the need for exemplary conduct of coaches at all times.

3. Invite community leaders (non-school people) to attend athletic events.

4. Post on all available notice boards around town, in factories and other public places, posters showing the Sportsmanship Code of Ethics and Guidelines in brief.

5. Release constructive information and positive statements to news media and request publication of brief guidelines on sports pages.

6. Provide news media with pertinent information as to ways in which the community may directly and indirectly render assistance in the crowd control problem.

Involve law enforcement personnel.

1. Police and other security personnel should be strategically located so as to afford the best possible control.

2. Law enforcement professionals should handle all enforcement and disciplining of spectators.

3. Strength in force may be shown by appearance of several policemen, motorcycles, police cruise cars, et cetera, at and near the site of the game.

4. Women police may be stationed in women's rest rooms.

5. Civil Defense organizations could patrol parking areas.

6. A faculty member from the visiting school may be used as a liaison with police and local faculty in identifying visiting students.

7. Attendants, police, county sheriffs, deputies should be in uniform. Uniformed authority figures command greater respect.

Use supervisory personnel other than police.

1. Select carefully teacher supervisors who are attentive and alert to signs of possible trouble.

2. Identify faculty members by arm bands or other means.

3. Provide for communication by means of walkie-talkie systems.

4. Assign some faculty members to sit behind the visiting fans; this reduces verbal harassment of visitors.

5. Employ paid ticket takers and paid chaperones to mingle strategically among the crowd and to remain on duty throughout the game, including half-time.

6. Issue passes to junior high physical education teachers to provide more adult supervision.

Plan for ticket sales and concession stands.

1. Arrange for advance sale of student tickets to avoid congestion at the gate.

2. Sell tickets in advance only to students in their own schools, and avoid sale of tickets to outsiders and non-students.

3. Provide for a close check at the gate or entrance.

4. Arrange for concession stands to be open before the game, during half-time and after the game, but closed during actual play.

5. Channel the flow of traffic to and from concession stands by means of ropes, or other means; keep traffic moving.

Prepare spectators and contestants.

1. Encourage as many students as possible to be in the uniforms of the athletic club, pep club, booster clubs, band, majorettes, cheer leaders.
2. Bus participants to and from the site of the game.
3. Have participants dressed to play before leaving for a game or contest.
4. Adhere to established seating capacity of stadiums and gymnasiums.
5. Request home team fans to remain in their own stands until visiting team fans have left.
6. Try to arrange for a statewide athletic association regulation prohibiting all noise makers including musical instruments except for the school band or orchestra under professional supervision.
7. Request the assistance of visiting clubs.
8. Educate cheerleaders, student leaders, band captains, pep squads, and faculty supervisors by means of a one day conference program.
9. Keep spectators buffered from the playing area as much as practical.
10. Request that elementary school children be accompanied by an adult.

Miscellaneous

1. Inform and involve school superintendents fully when problems arise in connection with sports events.
2. Impose severe penalties on faculty and student leaders guilty of poor conduct.
3. Publish the identity of offenders at games and notify parents, if possible; any penalties inflicted should also be noted (Note: If the offense leads to Juvenile Court action, care should be taken not to contravene laws about publishing names of juvenile offenders).
4. Consistently enforce rules and regulations; this is a necessity.
5. Work toward the assumption of responsibility for strong regulation and enforcement of team behavior on the part of the state athletic associations.
6. Attempt to work with the courts toward greater cooperation.

7. Avoid overstressing the winning of games.

8. Discontinue double headers and triple headers.

9. After-game incidents away from the proximity of the stadium or gymnasium are out of the control of school officials, but cause bad public reaction.

Summary

Sound safety controls and crowd controls at school athletic functions are a must! Greater concentration on treating the causes of the problem is essential. Preliminary groundwork is the key to good crowd control. Coordination and cooperation of school and law enforcement agencies is the key to success.

Youth should be taught to know what to expect and what is expected of them. Consistent enforcement of rules and regulations is a necessity if youth is to respect authority. Adult behavior should be such that it may be advantageously and admirably emulated by youth whose actions hopefully may result in deserving praise instead of negative criticism and disapproval.

The athletic program is a constructive and valuable school activity. It should be permitted to function in a favorable, healthful, and friendly environment.

Trends in Health Education in the Critical Areas of Stimulants, Depressants, Sex Education, and Family Life

IRWIN TOBIN
Director, Health and Physical Education,
Board of Education, New York City

The need for someone to indicate the importance and interest of this topic to you is like convincing New York City teachers that labor relations are not related to education. We have all been concerned about the areas of stimulants, depressants, sex education, and family living for more years than we care to count. To suddenly say that they are critical is farcical. What is critical is that people, other than teachers of health, have suddenly awakened to the fact that schools aren't doing enough in this area. Our teachers of health need help and they should be better trained. It is unfair to our children to be taught health knowledges by someone whose primary interest is elsewhere. If health were taught only by teachers of health education and/or physical education, I would be less disturbed. However, we all know only too well that health is frequently taught by the person who is (administratively) most available. English teachers, history teachers, science people, music, art personnel, et cetera, all teach health education because it helps school administrators complete schedules. In elementary schools, the teacher usually has no training in teaching health.

At last, in some areas of the country, we have succeeded in getting our message across. If we want our youngsters to be taught properly, we must provide them with trained teachers. Only then will we have a chance to achieve our goals.

I am too new in my assignment to presume to make judgments on trends anywhere except in my own bailiwick. However, I do feel qualified and obliged to describe for you what we are doing in New York City.

First, we have been given assistance both in the form of state legislation and by the state commissioner of education. The Speno Law provided that children receive instruction in health, that teachers of health be certified, that funds be made available to provide the training for this program, and that materials be prepared for use by schools in the state. The commissioner has helped implementation by mandating the equivalent of a half-year course on both the junior and senior high school levels. Plans are being made for a statewide "Regents examination" in 1970.

The effect of this mandate upon New York City health education has been positive and beneficial. Both as a result of the impetus from Albany, and as part of a continuing interest in curriculum improvement, New York City has done the following:

In general terms

1. Prepared resource materials in narcotics
2. Prepared resource materials in venereal disease
3. Prepared a syllabus for the elementary school teacher who has no training in health education
4. Prepared a curriculum and provided in-service training in family living, including sex education, for grades prekindergarten through 12
5. Requested an amendment to the Bylaws of the Board of Education to provide licensed teachers of health education
6. Requested that driver education be removed from the health curriculum.

Some specific trends

In the area of teaching about narcotics addiction and drug abuse:

1. We established a very close working relationship with public agencies responsible for work in this area. Included in the group are: the police, the New York State Narcotics Control Commission, New York City Addiction Service Agency, the Department of Health, the District Attorney's Office, the Bureau for Audio-Visual Instruction.
2. We established a very close working relationship with private groups interested in solving this problem, such as: The Community Service Society, the Medical Associations, The Narcotics Institute, Daytop Village, Pheonix House, the press, parents' associations, and interested individual citizens.
3. The most significant, observable trend, in my opinion, is that we in New York City have recognized the importance of the use of the peer group in teaching this topic. Rehabilitated addicts, concerned students, and community forces have been encouraged and invited to come into the classroom. We have encouraged these meetings on a small group basis. The familiar, large auditorium-type program has not proven satisfactory. The most successful sessions have been developed when they have been restricted to 35 or fewer students per visitor. In a city as large as New York, and in schools with 4,000-5,000 students, this has been very difficult to implement. However, we are getting the word out, and with marvelous cooperation from all the previously-mentioned agencies and organizations, we are beginning to develop a program that may make a dent.

Family living, including sex education

1. We are just beginning to make great strides in this area. Much time and effort have been contributed to the early stages of preparation, curriculum writing, planning for implementation, and teacher training.

2. A task force, which cut across all curriculum areas, wrote a curriculum for grades pre-K - 12. This document has become our school system's "best seller." Request for copies, in bulk, have come from practically every state and country in the world. It has had to be reprinted many times. During the school year 1967-68, 167 schools, 250 teachers, and 30, 000 pupils participated in the program; 120 additional schools will participate this year involving 85, 000 pupils.

3. The approach has been that we are concerned with four major aspects of teaching: What? Who? How? When? Time does not permit me to go into great detail describing our attempts to discover answers to what, who, how, and when. Let it suffice to say that the "What?" has been to teach education for sexuality and away from reproductive biology. The "Who?" has been to provide background material and sensitivity training to all interested and qualified teachers in special courses. These are taught by professors from Columbia University and psychologists affiliated with the Post Graduate Center for Mental Health. It is interesting and significant to note that the greatest percentage of people, selected for such training, by superintendents and principals, have been teachers of health and physical education. Each school district has established a parents and community committee. This serves the purpose of providing community support, parent training, and implementing communication.

   The "How?" phase is still being sought, and the answer cannot be divorced from the "Who?" response. We must acknowledge and recognize that our teacher training schools are organizing the necessary courses. I do know that it must be taught by someone, regardless of professional status, who feels comfortable with young people. It will probably be a combination of peer teaching such as we have been doing in our teaching about drug abuse. The "When?" answer is probably "when the boy or girl asks the question." To the educator this poses many obvious problems. In New York City, we have tried to approach the question by being ready to talk about something when there is need to talk about it.

In summary, we are making a strong effort to face up to our responsibilities in these critical areas. The frustrations and achievements are many. We intend to continue to search for the answers, and in this search, we hope we may help, as well as be helped by, our colleagues. I urge you all to share your knowledges and experiences, so that we make greater strides even faster toward solving our many problems.

A Philosophy of Education on Drug Dependence

MARVIN R. LEVY
Director, American Association for Health, Physical Education, and Recreation—National Science Teachers Association Drug Education Project, Washington, D. C.

We are a drug using society. A large segment of our population looks to drugs to alleviate a host of physiological discomforts. Young and old alike are inundated with commercial sophisms eulogizing drug products. Within this persuasive cultural milieu, drug abuse is spawned. Education to be effective in the fullest sense, must first recognize the complex historical, social and psychological setting as a powerful stimulant to the use and abuse of drugs.

The best deterrent to drug abuse is the individual's value system and his assessment of the consequences associated with drug involvement. Decision making can only be fostered when sensitive teacher-pupil relationships based upon mutual understanding, integrity and honesty are established. Exaggeration, distortion, and sensationalism are propaganda, not education, and have no place in the schools.

The nature of the problem is such that the school program must draw together the students, the total school staff and the community. An initial effort must be made with the administrators to insure that the cogent school policies are promulgated, thereby enabling the school environment to be restructured so that each student's experience is relevant to his needs, his interests, and his aspirations. It would be a calamity to establish school policies which punish rather than support, alienate rather than enlist, frustrate rather than hearten, injure rather than pardon, sow hatred rather than love, doubt rather than hope, and provide darkness rather than light. It is vital that those who develop policies are fully informed regarding the nature of drugs, psychological motivations, legal considerations, and the scope, content and process of planned teacher inservice training, and instructional programs for students.

Intensive teacher inservice programs are essential. In order to present an instructional program which does more than dispense facts, those charged with teaching need a great deal of preparation. Few teachers are able to analyze the facts and nonsense about drugs to a point where they themselves have come to decisions. If we have great hopes for education as a means for guiding young lives in a constructive manner, it is important that such self determinations are first made by those involved in instructional programs about drugs. Group process training is imperative for developing communication and awareness skills.

Parents and the community should be informed of their roles in preparing young people to mature successfully in our culture. Special programs need to be planned to encourage their participation, understanding and support. It is important that they be convinced that the school plays but one part in the total effort. Parents, in particular, need reassurance and direction so that the sense of urgency to "do something" is not misdirected toward intimidating young people, widening the gap of the generations and increasing feelings of alienation.

The school program for students must begin early. It is no longer appropriate to conceive of drug abuse education as a unit or course at the secondary level. Concepts, attitudes and behavior are developing during the elementary years and the school cannot ignore this learning opportunity.

The school program should examine societal conditions that promote drug use and abuse. Drugs per se are not the issue; rather, the issue is why people use them. The program can include the abuse potentials of drugs, the meaning of drugs to the individual, pharmacological properties, and legal ramifications. The intent should be upon an examination of decision-making processes in such a way that the individual becomes more aware of the factors that influence decision making. The program should encompass the principles of group work. Central to the success of the instructional program is the school setting which encourages an acceptance of all children and an understanding of their individual needs which, when frustrated, may lead to drug abuse.

Finally, there must be widespread commitment on the part of the entire school staff, parents and the community to create an open environment where boys and girls feel secure, wanted, loved and free to express their innermost feelings. The school should be this kind of place.

The Drug Education Program in Boston

ROBERT V. McCABE
Associate Director, Physical Education,
Boston Public Schools,
Boston, Massachusetts

Two years ago the superintendent of schools informed me that I was to head the drug education program. I was to investigate, prepare, and produce immediately; a committee of 22 teachers was formed and each was assigned a task.

States and cities were surveyed and materials were requested. Subsequently we were flooded with literature—some good, some bad. Universities, private groups, and individuals, with the hope of obtaining funds, offered to assist us in establishing the program.

After much deliberation and many meetings, two years later this is the result, a publication entitled Sociological Health Problems—Alcohol, Drugs and Tobacco.

The Boston plan is K through 10. K-6 is taught by the classroom teacher as an integral part of the regular curriculum. Health education is a major subject in grade 7-10; it is taught by health and physical education teachers, whom we find to be the best trained, qualified and adjusted.

The emphasis is on truth and facts, not scare tactics. Students are properly informed, and we hope they reach the right decision. One of the problems is a lack of highly qualified teachers. Recently one of our better teachers stated that "the kids know more than I do," but education is still the key.

Recently Graham B. Blaine, Jr., chief of psychiatry, Harvard University Health Services, while speaking to members of the American Academy of Pediatrics in Chicago, recommended drug education programs and stated that:

> Educational programs help, and any state, federal or school sponsored program should include teachers, guidance counselors, principals and even parents within the scope of their instruction. More important than bringing drug education programs to students is the

instruction of faculty and administrators in the basic fundamentals about commonly available drugs.

One word of caution; many leaders recommend the use of former dependents, but do investigate and be certain they are legitimate. Some individuals have made fraudulent claims and have used the opportunities presented for motives of personal gain.

At this time I would like to quote from the introduction of the Boston publication. Associate superintendent Welch says there:

> The time has come when we must present the facts and eliminate the ignorance and misconceptions that engulf the minds of pupils.
>
> The unfortunate sensational and exciting publicity that drug abuse has received lately no doubt has influenced many young people to experiment and "go along with the group."
>
> These same news media have presented evidence that drug abuse can occur in any community, in any social or economic strata and that it is increasing. Educators must overcome this head start.
>
> There has to be some flexibility to the program based on need. Where a problem exists, the need for instruction is immediate.
>
> Pupils must be motivated to want to receive the correct information. Teachers should attempt to create an attitude where abstinence is the "smart" thing.
>
> Education is the key to prevention! We must present the facts and tell the truth. With these tools, facts and truth, the student will develop healthy attitudes and will make the right decision when confronted.

One of the keys to assisting the teacher is the material listed in the appendix. I would also like to recommend the AAHPER publication, Drug Abuse: Escape to Nowhere, a guide for educators.

A Drug Opinionnaire for Louisville High School Seniors

THOMAS B. GODFREY
Supervisor of Health and Physical
Education, Louisville Public Schools,
Louisville, Kentucky

Members of the Drug Abuse Committee of the Health and Welfare Council, an agency of the Community Chest in Louisville, Kentucky, decided they would like to make a survey to document some of the many statements which have been made in regard to high school students and the use of drugs. They wanted to find out if the statements were true or false.

The Drug Abuse Committee is a volunteer group made up of doctors, lawyers, police officers, members of the vice squad and detective bureau, a judge of juvenile court, a pharmacist, the commonwealth attorney, a Junior Leaguer, member of the state narcotic bureau, and several school and college people. The committee meets monthly to discuss and report on any phase of drug abuse in the community. (The memo requesting establishment of this committee appears in the Appendix, page 126.)

We drafted an opinionnaire which was distributed to the seniors in six high schools to obtain some information which might be helpful in determining what should be taught in the field of narcotics in our high schools.

The opinionnaires were filled out during study periods at the close of school in May 1968. The students had no formal instruction in narcotics prior to filling out the form. The opinionnaire is not valid because the students did not have to sign their name. It is believed that some of them said "yes" to some questions because they thought it would worry their teacher. For example: 36.5% of the 1,630 students who responded said they knew teenagers who used marihuana, and 20.9% said they thought it was all right to use drugs.

School authorities do not believe that 124 students or 7.6% have used drugs at school because there has been no evidence of drug use in any of our high schools. If 122 students are buying drugs at school, as they indicated, it is a mystery to the school authorities as to how it is being done.

It was enlightening to know that 91.9% wanted information about drugs, and 92.1% thought drugs endangered their health, but 14.7% said they would experiment with drugs if they had the opportunity. 6.3% of the 1,630 said they had already experimented by trying one or more drugs.

The survey did reveal that students are interested in the field of harmful drugs and that they do want more information, even though many authorities say, "don't discuss harmful drugs as it will cause students to become inquisitive and want to try them."

The Drug Abuse Committee is planning to revise the opinionnaire and extend it to more senior high school students in the Catholic and county schools.

The following are some helpful hints for starting a program of family life and sex education:

1. Get a few lay people interested in such a program and have them present their ideas on developing a program to your administrative heads.

2. Get your superintendent to recommend to his Board of Education that some guidelines be developed with the help of an advisory committee who are lay and professional people not connected with the public schools.

3. Schedule several meetings of the advisory committee of about 20 people with a lay chairman, to prepare a "position statement," suggest some aims and objectives, and the overall content of a unit or units in the area of family life and sex education.

4. Have the chairman appoint subcommittees to study specific areas and report back to the next general meeting of the entire committee.

5. Conduct a week-long summer workshop with at least one outstanding person in the area of family life as the director. Get local doctors, ministers, social service workers and PTA members to be group leaders for small interaction groups where the teachers can ask questions and get ideas from the other teachers and the informed leader.

6. Develop some guidelines during the summer for the elementary grades, junior high school or senior high school grades. Do one level each year.

7. Start collecting books, pamphlets, films, filmstrips, models, and curriculum guides from other cities to put in a materials center for teachers and principals to preview. There are many instructional aids on the market today.

8. Hold several inservice workshops for teachers during the school year.

All of the above was done in the Louisville Public Schools during the past 18 months, and a program is slowly but successfully progressing in about one-fourth of the 76 schools. It can be done! It is being done!

You may be interested in some of the obstacles encountered during the planning phase and up to this time.

1. Obtaining money to conduct a workshop for five days, 8:30 A. M. - 3:00 P. M., during the summer.

2. Obtaining an outstanding leader or director of the workshop.

3. Obtaining money for films and teaching aids.

4. Changing teacher opinions. Many teachers were slow to change their established ideas about the subject. A few teachers could not be convinced it is a worthwhile subject after an entire week of concentrated study and discussion.

5. Using correct terminology. Many words pertaining to the reproductive system seemed to be "hang-ups" for some teachers. They did not feel at ease to discuss these in classroom situations at first, but as time went on they gained more confidence.

6. Feeling of inadequacy on part of teachers. Some teachers did not feel capable of answering questions which might arise in the classroom. This was especially true where teachers were teaching both sexes at the same time. Men teachers felt they could teach boys but not when girls were present.

With the amount of excellent material in the area of family life and sex education which is available today, no teacher should have a problem in presenting this subject, if they feel at ease in answering the questions of the students which will arise after the showing of a film or filmstrip. Most teachers have wisely decided to teach this unit toward the latter part of the semester or school year, so that they will be more familiar with their students and know how far to carry the discussions.

The Louisville Public Schools produced a curriculum guide for grades K - 6, Family Life and Sex Education, and a resource unit for grade 10 during the summer of 1968. Plans are in progress for developing a junior high school guide in 1969 or 1970.

Trends in Health Education in Selected Critical Areas

SUMMARY OF REPORTS: SMALL GROUP DISCUSSIONS

Health education is increasingly becoming a subject of vital importance in the school curriculum. This subject poses many problems, such as: who shall teach it; what percentage of time shall be devoted to it in the total curriculum; what the content of the courses should be; in what degree of depth it should be taught; what approaches should be utilized in discussing some of the current critical health education areas such as drugs, stimulants, depressants, sex education and family life?

One of the major problems is to secure qualified health education teachers. This teacher needs command of the subject matter and control of effective methods of communicating with students. But this teacher, to a greater extent than many others, needs a keen sensitivity, understanding, and readiness to work effectively and successfully with students.

Adequate preparation of teachers of health education courses is an urgent need. These courses are at times taught by physical education teachers, sometimes by home economics teachers, science teachers, or nurses. The referred to teachers may be neither certified nor have an adequate desire to teach health education. Also, there may be administrators who lack positive attitudes toward the teaching and administration of health education programs. Nevertheless, the needs persist and the problems increase. Therefore, until such a time as certified teachers in health education are available, the best possible program should be presented with the best qualified staff available.

Some discussion was devoted to sex education and family life. However, the major portion of the time was given to the critical issue of drug abuse, stimulants, and depressants. The following presents a review of the discussions.

SEX EDUCATION AND FAMILY LIVING

Needs

1. Adequate teacher preparation and teacher readiness
2. Acceptable preparation of classroom teachers
3. Hiring of health education consultants
4. Revision of entire curriculum

5. Development of comprehensive, organized, and well-planned units.

Suggested Solutions

1. Allow credit in the salary scale for teachers who have taken courses in this area of education
2. Develop curricula guides in sex education and family living
3. Extend school year

DRUGS—STIMULANTS AND DEPRESSANTS

Needs

1. Intelligent and full recognition of the problems
2. Comprehensive understanding of the properties of the various drugs classified as stimulants and depressants
3. Accurate, appropriate, and pertinent information to be presented during critical age levels
4. Guidance of children toward positive attitudes and true knowledge so as to assist them to evaluate correctly the effects of drug dependence and to make right decisions
5. Comprehensive education programs for parents and other concerned adults so that they may recognize the symptoms of drug experimentation in children, and give understanding and support to drug dependent youth.

Suggested Solutions

1. Present all facts accurately; give current facts
2. Provide accurate, up-to-date materials and information for the use of teachers
3. Present panels including children, a doctor, a psychologist, and a police officer
4. Make use of closed circuit television to present films and tapes to students
5. Specify course content and specific areas of responsibility for teachers if personnel from more than one department are involved
6. Conduct in-service training days, weeks, and/or workshops
7. Utilize the assistance and knowledge of police and social agencies to establish correct and modern attitudes to this ever growing problem

8. Use of sensitivity teaching as a proper approach
(Note: It was reported that one school district plans to appoint a health teacher in drug education who is to be elected by the students, the principal, and the community as the most "sensitive" teacher. He will attend school for specialized education and training and then return to the same school to establish an "open door" office. This teacher's services and specialized information on drug education will be available to all students who have questions and problems. It is hoped and believed that students will freely visit such a teacher, who besides being "sensitive" to student problems, will also possess ability to communicate with them.

Questions Raised

1. To what extent are itinerant teams of specialists both educational and noneducational being used to handle the critical social problems?

2. How can school administrators and boards of education be convinced that drug abuse is a problem within suburban communities?

3. How can city and county directors best assist the school administrators to provide teachers and students with valid learning situations leading to correct decision making on this subject?

4. Do we have double standards of behavior for adults and youth, and if this is so, can we expect this to be acceptable to youth?

5. In what ways do the attitudes of community groups, religious groups, news media, et cetera, intensify social problems, and what is the best way to handle these groups?

6. Does not the complexity of social problems indicate the need for total involvement of all administrators and school faculties?

7. What are the most effective techniques and methods used to promote small group discussions?

8. What are the methods being utilized to present the humanitarian level within the health education program?

Summary

By assuming we have a problem, do we create one? Have we reached a point where administrators and others are willing to allow students to make their own decisions? It is reported that some school districts have a "hands off" policy and adopt a "leave it alone and it will go away" attitude as far as some current social problems relating to sex and drugs are concerned. However, these are areas where a commitment to action is essential; the problems are real! The home, the school, and the community must cooperate in tackling the problems. Only time can produce the answers!

The Function of the City and County Director

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The concepts of supervisory function and practice have been borrowed from many sources and have been based on objectives with varying degrees of compatibility and relevance to the real goals of the educational experience. The various structures in which city or county directors operate and the various kinds and degrees of titles which have been applied to such positions (consultant, coordinator, specialist, director, supervisor) would appear to reflect a need to clarify the functional role of the "city or county director." The term "supervisor" will be used throughout this paper to include any of the positions of leadership held by a city or county director.

The Supervisory Function

Actions that supervisors participate in—such as planning, directing, evaluating, urging, sympathizing, and recommending—all fall under the general heading of supervision. The supervisory function has been employed in many forms since men first combined efforts in working toward a common end. The rising level of teacher preparation, the total education of teachers, the development of democratic concepts of school administration, the substitution of permissive approaches for directive approaches, and the militancy of teachers are recent developments which influence the work of supervisors. There would appear to be a shift from course-of-study enforcement to working with school staffs and individual teachers for program improvements. Ideally, the supervisor will work with the school administration departments and individual teachers on instructional improvement through the study of the goals for program participants—children, youth and adults.

Elements of the Supervisory Function

Instructional improvement is used here to mean efforts related to the curricular and/or co-curricular and recreational activities in programs of health, physical education and recreation. If focus is directed to this as the unique function of the supervisor, a rather clear picture of the job emerges. Elements of the job may be classified as follows:

1. Curriculum or program development. This refers to such things as program study; the development of pilot and experimental programs and projects; and the development of courses of study, curriculum guides and athletic handbooks.

2. Providing the tools. The tools in health, physical education, and recreation are textbooks, teaching aids, supplies, equipment, and facilities. The tools needed in physical education and recreation are primarily those needed for physical activity or participation. To know the newest items and develop support for providing them in schools is a major activity of the health, physical education, and recreation supervisor. Experimentation, trial use and careful evaluation of these tools is vital.

3. Evaluation. There is a greater demand for justification of the allocation of the tax dollar than ever before. A study of the experiences of program participants and the actual outcomes of these experiences is essential.

4. In-service education. This is the heart of the supervisory function because the most vital part of the school child's experience is the day-to-day activity as planned and conducted by the teacher. Continual in-service education is necessary for the teacher to be the most effective with new materials, programs or program strategies.

5. Coordination. This category includes all of the incidentals the supervisor must take care of in the conduct of the above four elements of his responsibility. Specific examples of the activities of coordination are as follows: develop a plan for medical examinations for the adapted physical education programs and the athletic program, plan the location and transfer of equipment to be shared by schools, and develop a plan for crowd control at athletic contests with school and community officials.

6. Public relations. The on-going job of informing, interpreting and responding to other departments of the school organization and to the community is another important facet of the supervisor's job. This effort is not directly related to the end result of improved experiences in the program but has an important bearing on it.

The supervisor must then organize his time and efforts through these elements of his job, in whatever organizational structure he finds himself, to give effective leadership to program development and improvement.

Trends in Administrative Structure

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A discussion of trends in administrative structure would be pointless without reference to what the future holds for administrators and the organizations through which they work. The uncertainty of predicting and looking ahead in educational administration is fully acknowledged. However, highlights of trends and developments that are present in today's society are clear.

We know that the number of school districts in the United States has decreased in number from 127, 649 in 1932 to 36, 402 in 1961, and this trend of fewer and larger school districts has continued to the present time. This will have an effect on the organization of school administration.

We are in a period of great social change and must look for patterns which will meet the needs of the times. Some of the sociological changes that administrative structures must consider are:

1. Urbanization

   Communities are tending to become like cities. Population is being concentrated due to increased population, job opportunities because of increased industrialization, and the desire of people for the benefits and services that are available in urban areas. Schools must be built, faculties provided and programs adjusted to take care of the new and divergent needs.

2. Population Mobility

   Increased mobility causes many problems. It is necessary to meet the needs of both the stable and the mobile segments of the population.

3. Population Increases

   This is said to be increasing by geometric progression. Couple an increased population with increased longevity, and an increased demand for many services is placed on our community financial resources. This places us in competition for revenues with pressure groups unconnected with our schools. Maintaining good relations with them becomes important.

4. Social Forces and Pressures

Pressures for and against junior high schools, middle schools, neighborhood schools, educational parks and campus schools must be met and adjusted to.

5. Group Pressures

Action groups, ad hoc committees, citizen councils, student councils, teacher advisory groups, parent groups, lay advisory groups, and a host of others, all sincere in purpose and with a desire to impose their own values on the schools, are part of the change. Can we add "quarterback clubs" to this list? What are our responsibilities in working with them? Community participation and involvement is now the rule in education. We must recognize this kind of community involvement and utilize it to improve our programs.

6. Centralization and Decentralization

Grouping small educational units together, in order to provide more services, results in greater size with its specific problems. Administratively "bigness" implies planning and delegating. This raises the problems of communication, coordination, and management. Bigness to most people means something that is cold, threatening, unsympathetic, unaware of needs, and cluttered with red tape. Organizations are searching for ways to decentralize their operations in order to achieve more local autonomy and dissipate the natural aversion to "bigness." A number of large cities are reorganizing on the basis of sub-districts or areas under the direction of district superintendents or regional directors. These are attempts to bring the operation of schools closer to the people. This reorganization will be helpful if authority and responsibility are also delegated to the districts.

7. Teacher Negotiations

We are now well into the process of collective bargaining with teachers organizations. The decision-making process is altered. The policy making function is no longer the sole responsibility of boards of education. With collective bargaining, the teachers are becoming involved in many decisions concerning educational matters: curricula, textbook selection, teaching loads, class size, use of teaching aids, sick leave, holidays, teacher evaluation, teacher promotion, and procedures for handling teacher grievances are examples.

8. Demands for Increased Recreational Programs and the Use of School Facilities by Community Groups

We are all familiar with the implications of these two factors. Who supervises the programs? Who is responsible for supplies and equipment?

In our present society, we must be aware of other factors. We must be careful of programs that have fees attached to them. To the disadvantaged these programs carry the stigmas of being exclusive and emphasize even more the inadequacies they experience in terms of leisure opportunity. In planning programs for these groups we should remember that the disadvantaged youth has a highly utilitarian view of recreation. Whatever he does must be productive in his eyes. Will it help him earn money, get a "rep" as an athlete, get a scholarship to college, or even to escape from his present environment. Our concepts of recreation may have little meaning for him. Perhaps our programs are too structured and organized.

9. Innovative Programs

Many of these programs have come into being as a result of available federal funds and the efforts to enrich the education of the disadvantaged. Are we organized to become a part of and profit from these and the many other new patterns that are emerging? Are we prepared for flexible scheduling, team teaching, ability grouping, modular scheduling, the non-graded school, or individualized instruction? These are some of the changes which will affect our administrative structures. However, it must be emphasized that organization charts indicating relationships and all the principles of organization building cannot alone solve the problems associated with change.

Patterns of organization may seem perfect on paper, but we must have competent, perceptive persons to implement the organizational pattern. The fact that the success of organizational patterns depend upon people does not lessen the importance of well conceived organizational structures. Organizational structures should be constructed so that they can function in a changing society. They should be able to make use of research. They should be flexible in order to adapt to new social demands.

Organizations should be based upon a knowledge of human behavior. They should be based on children's needs, and not on administrative requirements. Organizations should be designed to provide a structure for action rather than to curb our actions.

As responsible members of these organizational structures, we must recognize that we can't stop change and that we have difficulty resisting it. As administrators we should be aware of the needs of a changing society and be prepared to meet, to initiate, and to guide the changes that are occurring.

Questionnaire Regarding Administrative Structure

In preparation for this presentation, a questionnaire was developed and mailed to 60 school systems including city, county, and towns. Returns were received from 52 school systems representing every section of the country.

1. An interesting feature of several of the organizational charts received was the number of groups with direct contact with the superintendent. Lay groups,

PTA councils, advisory council of teachers and of principals, student councils, and instructional councils are examples.

2. Some schools' systems indicate staff positions reporting directly to the superintendent. Director of community and school relations, director of integration, assistant superintendent for community and staff relations, assistant superintendent for urban affairs, assistant superintendent for federal programs, and consultant for public relations are examples of these staff positions.

3. The large cities report district superintendents, regional superintendents, and area directors.

4. Thirteen directors of health and physical education report directly to the superintendent, 20 report to an associate superintendent, and 19 report to an assistant superintendent.

5. Staff reporting to the director, and usually called supervisors, are as follows: 6 for health, 10 boys physical education, 11 girls physical education, 4 secondary physical education, 17 elementary physical education, 7 athletics, and 17 report department heads.

6. The majority of those reporting, 44, classify their relationship to the principal as a staff relationship or one of technical competence.

7. Fourteen directors report their relationship to the department head as line, the rest report the relationship as staff or technical competence. The same relationship holds true for teachers and coaches.

8. Fourteen directors report that they are authorized to establish policy, 25 report they can incur expense, 13 have the authority to hire, 6 have the authority to terminate teachers' services, 16 have the authority to assign, and 6 can promote. The rest of the directors reporting indicate that they can advise or recommend in these areas.

9. Situations which affect programs are as follows:

Use of school facilities by communities	37
Teacher negotiations	36
Urbanization	27
Availability of federal funds	27
Innovative programs	26
Community action organizations	24
Integration	25
Demand for increased recreational program	21
Changing patterns in school organization	20

It would seem that if we are to successfully cope with these situations our old patterns of organization must change. We must develop organizational patterns and ways of administering that will be meaningful in terms of society as it changes.

The 12-Month School Year: An Opportunity for Health and Physical Education Programs

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The most exciting, stimulating, and challenging school year in all of my teaching experience began in the fall of 1968. With the opening of school the four quarter high school program was introduced in the Fulton County System and 4 other Metro-Atlanta systems. Such a program had been under study, investigation, and consideration for several years; a complete and total curriculum change was developed over the past year. Here are the highlights of the program, with particular emphasis on the effect on the programs of health and physical education.

Structure of the New School Year

The school year will consist of four quarters with approximately the same amount of time in each quarter. The first quarter begins in September and the fourth quarter ends in August. This schedule allows for a few days between each quarter and for the usual holidays.

The student is required to attend school three of the four quarters. The student may, however, exercise an attendance option. He may elect to attend all four quarters or any three of the four quarters. This is his and his parents' decision.

A teacher's salary is based on a three quarter year. If a teacher works for a fourth quarter, he is paid extra for that period.

Philosophy and Rationale

Why did we change to such a program? The answer and basic concept is simple. The purpose of the four quarter plan is to improve the educational opportunity for our boys and girls. We believe that it can do this. The four quarter plan is not a program to save money, to use the school plants on a year round basis, to relieve over-crowded conditions, or to accelerate students through high school to an early graduation. Some of these may be by-products of such a program but they were not the forces behind the planning and development of our program.

With increasing numbers of students attending school in the summer months, one major reason for the development of the four quarter plan was the need for a quality summer program. With this in mind, we have developed a program that offers the student the quality courses he needs in any of the four quarters.

Subject Reorganization

In every area of the school program a completely new curriculum was designed and developed and all teachers and administrators had a part in this. This was a tremendous undertaking but it was the basis for building the kinds of programs needed. Without the development of this completely new curriculum, this twelve-month program would be doomed to failure as others in the past. The courses are designed on a quarter basis or unit of time independent of each other. Flexibility was the key and any rigid sequence of courses was held to a minimum.

Now specifically, let's review what happened in the programs of health and physical education. Our high schools in Fulton County, numbering 15 at present with new ones opening each year, include grades 8 through 12. In our previous structure, students were required to take health and physical education daily in grades 8 through 11 and could elect it in grade 12. Students were scheduled according to grade level in order to provide for progression in the program. All eighth graders took the same program, all ninth the same, and so on. Within the four years we tried to introduce the student to as many different activities as possible, and we offered a very broad and comprehensive program.

When we began to study the four quarter plan, we approached it with a completely open frame of mind. We evaluated our program under the semester structure and identified our concerns. We spent considerable time with our philosophy and beliefs about health and physical education. With this background we began to look at how the quarter plan could improve our programs, and we became more excited with the possibilities with each passing day.

As a result, for the first time we feel we really are providing for the needs and interests of the individual student. A basic change in our philosophy was made. We agreed that all eighth graders, or all ninth graders, do not need the same thing nor have the same interest so why make them all take the same courses. We concluded that our program was teaching a little bit about a lot of things and nothing in any depth and so we arrived at a basic belief that we would allow the individual to choose the activities about which he wanted to learn and offer him in-depth experiences in these activities.

In the new program the student is required to take two quarters of health education, a five day classroom subject. One quarter is required at the eighth grade level and one quarter at the tenth grade level. Ten quarters in physical education are required. This requirement is further broken down as follows: one quarter in personal fitness at the eighth grade, three quarters in team sports, three quarters in individual sports, and three quarters elective from either category. Beyond the requirement there are ample opportunities for the student who desires to elect additional physical education courses.

For the most part two activities were combined into a course. There are some exceptions to this where it was felt an activity would not need as much time and then three activities were combined. Courses are set up at beginning level, intermediate level, and advanced level, and not by grade level. Eighth graders, with two of their quarters determined in the health and fitness requirement, do stay together. Beyond this a class may include students of various grade levels. The homogeneous grouping of students now is not in their grade level but in the skill level of the course.

A numbering system was devised for courses with the first digit indicating level: 100 - beginning, 200 - intermediate, 300 - advanced, 400-student assistants; the second digit indicates to whom the course is open: 0 - coeducational, 1 - boys, 2 - girls, and the third digit helps to differentiate specific courses. For example, Physical Education 111 is a beginning level course for boys in soccer and volleyball. Physical Education 201 is an intermediate level coed class which includes intermediate archery, and the one time offering of angling and casting, and camping. By the way, the interest in this particular course which for the first time offers angling and casting and camping to our students has been tremendous. Physical Education 325 is an advanced course for girls in gymnastics. Some activities are offered at only one level, as an example the course that includes angle ball, flag football and softball. These activities are offered only once. Most activities are taken through the intermediate level; only a limited number are offered at the advanced level.

Student Assistants

For years we have had student assistants but there has been no specifically designed program to prepare them for this role. Now we offer in the spring quarter to students having successfully completed their health requirement and nine quarters of physical education and upon approval of the department a course, Physical Education 302, which is preparation for the student assistant's role. We feel that not only will this prepare students ready to be of real help and assistance to the teacher but that it will also give these students an insight into the profession and may influence some of them into choosing our field for their life's work. After completion of this course, the student is assigned to one teacher for one period in the day as an assistant and this student gets credit for each quarter so assigned at the 400 level.

Credit

A word of explanation about credit is of interest. The carnegie unit has been abandoned in favor of a more flexible credit hour system. Any course meeting five hours a week carries five credit hours regardless of whether it is physical education, English, art, science, et cetera. Some courses may be designed to meet only two or three days a week and would thus carry two or three credit hours respectively. This is a real accomplishment. No longer are we considered a minor subject and given less credit than an academic one. We feel this can have far reaching effects in student attitudes about the courses they take.

The carnegie unit was abandoned with the approval of the southern accrediting association for high schools and colleges.

The Summer Quarter

Just a special word about the fourth or summer quarter. First, we can offer any course offered at any other quarter as long as there are enough students interested in taking it. This quarter also offers some special opportunities for us. We may offer some courses here that we could not offer during the other three quarters for various reasons. Of particular note would be swimming and boating courses. We dreamed in planning this program, dreamed realistically, and planned a course, coed, in boating (power boats, sailboats, canoes) and water skiing that may very well become a reality this coming summer. Because of the summer heat and the fact that our older buildings are not air-conditioned, the fourth quarter classes may begin earlier in the morning and finish earlier in the afternoon. In our boating and water skiing course, we would organize differently. Rather than the usual daily one hour class, we would schedule this course at the last period of the day which might be 1:00 p.m. for only two days of the week. On these two days the class would be transported by school bus to the lake site, possibly forty miles away. Here they would spend several hours of the afternoon in class and would receive the five credit hours. This is just one example of some new ways of programming which we have never tried before.

In our curriculum guide, the courses are set up and the skills and knowledges to be covered are listed for each course. This is a definite program with, for example, Physical Education 212 meaning the same course in all schools. In the past our teachers have had to be able to teach all the activities in the program. Now their interests and competencies can be considered in assigning courses to them. The effect this can have on the improved quality of instruction is unquestioned. Likewise as a school needs new staff, it can look for teachers with particular talents. Our discipline is like so many of the others, so very broad, that it is most difficult for a teacher to do a good job in all activities.

A Progress Report

We have now completed the first quarter. Of course it has not been all smooth and easy. Any program of this magnitude requires time, patience and additional work in getting it implemented. Scheduling alone is a mammoth task. However, the results of one quarter make all our efforts worthwhile. The enthusiastic response and interest on the part of students and the decrease in disciplinary problems in our classes are just two of many positive results already recognized.

There are many new possible structures and organizational patterns on the horizon in education. As some of them come into being in your system, don't be tied to the old way and reluctant to take a look at the new and the possibilities they offer to the programs of health and physical education. Who knows, you may find yourself in the midst of the most exciting and challenging opportunities of your professional life.

Trends in Administrative Structure

SUMMARY OF REPORTS: SMALL GROUP DISCUSSIONS

Public schools throughout this country are experiencing myriad problems, many of which directly affect the role of the city and county director. Pressures upon these administrators increase in direct relation to the ever increasing demands and the piling up of responsibilities.

Needs

Establish Guidelines

1. Develop guidelines for the various sized school systems outlining the recommended administrative structure to increase efficiency in the disciplines of school health, physical education, recreation

2. Evaluate the position and responsibilities of a system-wide administrator and develop guidelines embodying the desired values.

Establish dialogue between directors, supervisors, principals and others in administrative roles.

1. Study and clarify staff responsibilities to avoid dictating responsibilities

2. Involve all teachers

3. Secure representation from all groups at meetings so that ideas may later be shared and discussed with others in each of the systems

4. Study and implement ideas demanding change

5. Encourage cooperation of the line staff in order to obtain the preferred and expected results from students

6. Encourage monthly meetings of staff

Establish dialogue between professional preparation departments—the producers of teachers—and public school administrators—the employers of teachers.

1. There is a need for preparation of more teachers in certain areas of these disciplines

2. Teachers must be better prepared to understand current public school problems

3. There is need for teachers with greater adaptability

Investigate ways and means to move more rapidly to effect changes in physical education

1. Many students are dissatisfied with the traditional physical education program

2. Grading practices cause some student bitterness

3. Measurement and evaluation of student skills should be improved so as to determine the status of skills and insure opportunities for improvement

PROBLEMS

Status

1. Trend toward a change from line status in administration to department status or staff position

2. Directors are increasingly required to act in an advisory and consultant capacity and are bypassed in official responsibilities relating to curriculum, budget, and personnel.

3. The changing role of the superintendents and principals is causing changes in the director's role also. As superintendents must devote so much time to public relations activities, principals become charged with responsibilities for curriculum and instruction. This trend may continue so that in the future teachers will assume greater responsibility for curriculum development than has been so in past years.

4. The dictation of responsibility

Teacher militancy

1. The increasing influence of teacher unions and subsequent militancy is a definite factor in determining administrative facilities

2. In one community, coaches withheld their services as part of the teacher power in negotiations. The public was apathetic and took the position of emphasizing physical education.

Athletics

1. Concern is expressed over excusing athletes from physical education

Workload and responsibilities

1. The problem of meeting all the new challenges and still finding time to work constructively with curriculum development and supervision, staff and students.

2. Myriad duties in respect to calls for service and supplies and increased paper work keep directors desk bound and reduce time required to work with staff and students

3. Directors are requested to assist with new responsibilities without corresponding increases in staff and facilities

4. Time is required to study and tackle constructively current social problems attacking the school systems

Use of Facilities

1. Integration and poverty programs are creating additional need for use of facilities outside school hours

2. Community agencies initiate programs and then wish schools to assume responsibility for them

Twelve month school year

Recommended Solutions

1. Make full use of school facilities throughout the school year

2. Consider the use of the following: the four quarter plan recently used in Fulton County, Georgia; a seventh period enrichment plan; the educational park; modular systems

3. Provide a wider range and more flexibility in selection of activities as winter sports, lifetime sports, activities for leisure and recreation. (Note: student discipline problems are eliminated in many instances where students have been permitted to choose their own activity.)

4. Increase opportunity for development of skills in depth

5. Change title of director of that of assistant superintendent of health, physical education, and recreation

6. Expand supportive staff

7. Identify duties through job descriptions

8. Encourage self improvement in teachers by granting credit for time spent in workshops or in-service education

9. Initiate changes in the administrative structure involving all persons directly influenced by the suggested changes

10. Provide for greater involvement of teachers in planning, pursuing new ideas and problem solving

11. Provide a medium by which to express the voice and ideas of elementary and secondary school principals and subject area supervisors and directors to superintendents and boards of education; a local council of principals and supervisors would serve this purpose

Summary

Departments of health, physical education, and recreation are engulfed in a period of change. Semantics create problems for some, overload, curriculum involvement or lack of involvement, and line of command for others.

There are school systems with administrative units with a single director who is totally responsible for the broad developmental program including class program, intramurals, extramurals, and interscholastic athletics. Then there are directors whose positions combine school and city responsibilities; this appears to be satisfactory providing sufficient personnel is employed for each area. In the latter situation, both professional and secretarial personnel are responsible to the Director.

In some school systems there is a trend toward decentralization. In others physical education and other school disciplines are placed in the department of supervision and curriculum development; personnel are responsible to the director of this department.

Changes are occurring in administrative philosophy. Much concern is expressed about the coming role of the city and county directors in the administrative structure of the future. More and more areas of responsibility are being added to the duties of the director of health, physical education, and recreation. In light of these added responsibilities, one conference group suggested that the Council of City and County Directors undertake a study of the role of the city and county director at the present time. Also, the directors need to attempt to identify their future responsibilities and recommend administrative structures which will provide adequate personnel to supervise the various areas. It is imperative that directors become directly involved in effecting change—change that will benefit the school program and the youth who are its recipients.

Health, physical education, and recreation administration is being influenced by changing education. These challenges can be met if city and county directors courageously face the problems, imaginatively tackle them, and studiously work at them.

Growing Elementary School Physical Education Programs

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What is happening in elementary school physical education today? What are the exciting new developments? What are the problems? What has AAHPER done to improve programs? What can you do? Regardless of what level and what interest you serve, the ultimate potential for success with your students is largely dependent upon effective programs in the elementary schools.

Importance of Early Childhood Education

It is during these early years of childhood that appetite for learning is developed, that basic skills are most easily acquired, that ways of approaching tasks are formulated and that attitudes are formed for life. Research tells us that most attitudes are set by the age of eight.

Current research also tells us the environmental factors of the pre-school years are highly influential in the lives of children. Certainly, the emphasis on Head Start and on creating favorable learning environments for disadvantaged children has vividly demonstrated the importance of these first years in the learning continuum. As these facts have been uncovered about the development of children, the entire teaching profession has begun to focus sharply on early childhood education.

How much more sound it is for us to shape positive attitudes in young children about the importance of and desire for physical activity rather than to change negative attitudes later in life.

How good it would be to talk with parents of school-age children and hear them demand good physical education, support efforts, and be willing to pay for the best programs possible in the schools because they had formed positive attitudes through meaningful experiences in their early school days?

Well, where does it all begin? Where do we have the greatest opportunity for developing positive attitudes, a good foundation in movement and sufficient basic skills so children will become proficient and as a result will seek more of what you have to offer as they grow older? To be sure, such a foundation is laid at the elementary school level.

Surge of Interest

It is exciting to note that there is a nation-wide surge of interest in elementary school physical education today which is evidenced by the following items.

1. The increasing demand for specialists as teachers

    - Fairfax County in Virginia added over 30 full-time specialists last fall after having fought for years to convince a school board of their need, and mind you, it rested mainly on one "swing" vote of a recalcitrant board member; and I am proud to say that our Association was influential in changing that vote.

    - The D. C. Public Schools have nearly 120 full-time specialists with many of them added in the past year.

    - Prince Georges County, Maryland, has 180 specialists.

    - East Baton Rouge, Louisiana, recently added a number of specialists and a full-time supervisor at the elementary level.

    - Milwaukee, Wisconsin, added a considerable number more as a result of one of the conditions of the strike settlement last year.

    - Negotiations have contributed to the increased demand for specialists. Are we ready?

2. Increased numbers of clinics, institutes, and workshops

    - Wisconsin Clinic, October, 1966; Minnesota Clinic, November, 1967; Southwest Clinic, January, 1968; Iowa Clinic, November, 1968

    - 100 persons eagerly accepted an invitation to the Southwest Clinic for six states a year ago January in Phoenix.

    - The Northwest District Board as a follow-up to the Southwest Clinic voted $600 to initiate planning for a Northwest District Clinic to be held in May, 1969.

    - Last year I sat in with an interested committee for the Midwest District which is trying to initiate the same thing for that District.

- Last November I spoke at a two-day workshop in Cortland, New York, which is now in its third or fourth year. It started with about 50 people from a local area and has grown to 250 persons with representatives from 5 states.

- I could also illustrate with stories of statewide efforts in Arizona, Idaho, Montana, New Jersey, Ohio, Alabama, Hawaii, plus numerous locally sponsored clinics at college sites such as Louisiana State University sponsored last November, and Alabama College, Montevallo, the last two summers.

3. Record-breaking attendances at conferences, conventions, and meetings devoted to the topic

   - Witness that over 415 persons attended the recent conference for teachers and supervisors held in Washington, D. C., in October, 1968. Some of you may have been there.

   - Nearly 400 persons registered in January 1967 for the conference for college teachers teaching elementary school physical education. Only a few conferences in the history of AAHPER have drawn this many people.

   - Summer workshops, institutes, after-school extension programs fill easily.

4. The number of colleges now becoming interested in providing either a major or special area of concentration in elementary school physical education

   - More and more colleges are reviewing their offerings.

   - I personally know of three Federal proposals for teacher institutes that were funded by the new EPDA legislation.

5. The increased interest in preschool programs, such as University City, Missouri, which has a three-year grant to study readiness of children. Motor activity is a very important aspect of the program.

6. The interest of disciplines outside our own profession

   - Last spring when we held the Perceptual-Motor Symposium, 20 groups outside the profession eagerly sent official delegates to represent their associations for the three full days.

   - The Association of Childhood Education International, the Department of Elementary, Kindergarten, Nursery Education, the Association for Classroom Teachers, and the Center for Study of Instruction have met with us willingly to share ideas, plan publications, and to promote good elementary school physical education.

Changing Society

Changing sociological conditions of automation, mechanization, and the population explosion mandate a need today, more than ever before, for physical education in the elementary school program. Automation and mechanization reduce the amount of physical activity in every individual life. At the same time, the population explosion reduces the natural play spaces and even the availability of ground and space for man-made areas.

By observing the slow learner, the under-achiever, the child from the inner city, and the child from crowded suburbs, we can see that activity is important not only for the physiological growth and development of a child, but also for his social development of his total learning capacity.

Educators are now realizing that attention to a child's total development is essential for readiness to learn. As Robert Fleming, one of the leading curriculum and child development people says: "When a child has trouble reading, you can give him just so much remedial reading, then you begin to look for other ways to unlock the blocks to learning, and good physical education is one of those untapped gold mines." At the same time, our own profession is maturing very rapidly and it is beginning to identify its unique, really worthwhile contributions more succinctly, and to interpret better to others.

Curriculum Trends

New content directions in elementary education indicate an increasing interest in providing a well-rounded physical education program for all children from kindergarten and on with considerably more attention to the primary grades than heretofore.

Programs for the handicapped, the poor motor-performer, and the retarded are increasing in number, and significant changes in curriculum are taking place for all children wherever there is good leadership.

Within these programs the trend is away from a conglomerate of isolated activities to a comprehensive curriculum developed on a continuum with basic movement as a core or a foundation, and the sports, dance, aquatics and gymnastic activities on the other end of the log.

For many years the curriculum was limited to games, relays, conditioning exercises and dances, and even today this is our image in many places. Currently, there is considerable momentum for structuring the curriculum on basic movement as a foundation including generalized experiences in locomotor, non-locomotor and manipulative activities before going into the specialized skills of the sports as are common to our culture. The objective is to help a child to learn and manage his body in many movement situations.

Such an emphasis is in keeping with the general thrust at the elementary school level to focus on fundamentals and broad generalized experiences. What

Bruner has said about education certainly applies to our field when he stated, "There are too many particulars to teach and to master. If we are to do justice, we shall need, as never before, a way of transmitting the crucial ideas and skills."

This does not mean that the old cherished goals are being abandoned—such as fitness—or skills—or games—or foundations for sports—or any of the fine traditional things we have done, but concerned leaders are looking at a curriculum in a much broader way than ever before as they examine current child development and learning theories and try to identify the truly unique and essential role of the elementary school physical education in every child's life.

Yes, fitness is important, and it had better always be an important objective and outcome of our program. So are skills and so are team experiences, but attention to these objectives should not prevent us from taking a good look at the stereotyped way we have been approaching activities and methods over the years.

New Emphasis on Creativity

The current restructuring of physical education curriculum also includes much emphasis on creativity and problem-solving, which is compatible with modern theories of learning such as emphasizing discovery, meeting children's needs, allowing them to work at their own rate and level of ability, as well as a de-emphasis of highly competitive or threatening situations. Note that all of these emphases put the central focus on the child rather than on the activity.

Much of our teaching in physical education has been very authoritative, formal, and void of any opportunity for creativity but, at the same time, as learning theories become more sophisticated, as our profession matures, and as we all learn more about children and needs, we find that the leaders in our fields are identifying new content and new methods of teaching physical education to children. I might add that for years the dancers in our profession have been far ahead of the rest of the profession in this focus on creative process and individualized instruction.

Emphasis on the Affective Domain

Because of the changing emphasis within the curriculum for elementary schools we have an opportunity as never before in the history of our profession to interpret the contribution of physical education to child development as an integral part of total learning and not as a mind-body dualism.

Today, as educators focus on the affective domain, on the "unstudied" curriculum, on the concomitant learnings that take place in school, on the importance of the environment, think of the contributions good physical education can make to child development when viewed from this angle. Read George Leonard's Education and Ecstasy or Kozal's Death at an Early Age or the Proceedings of the last EKNE-ASCD Conference on the Unstudied Curriculum with a view to the opportunity we have to fill the void in a child's life and learning opportunities that some of the stereotyped classroom procedures have produced.

Let us think in terms of the power of physical education to contribute to concept development, thinking, perception, self-image, values, interaction, self-confidence through developing competencies—both social and motor. In the past, we have given much lip service to developing character, leadership, social qualities, etc., but watch some classes and note how the teacher gets so absorbed in organizing and instructing on the intricacies of various techniques that he or she fails to really "look" at the children.

New Terminology

New terminology is usually a clue that something different is taking place. The most used terms for the new look in elementary school physical education are *basic movement*, *movement exploration*, and *movement education*. These are often used interchangeably, and even the leaders do not completely agree upon their meanings. However, *basic movement* is emerging as the term to use in identifying the foundational content which includes a focus on the space, time, force and flow elements of movement. *Movement exploration* refers to a first step when using the problem-solving method. *Movement education* is a broader term which is being used to describe elementary school physical education when it includes the basic movement content and uses movement exploration as part of the method. Some would substitute the words *movement education* for *physical education*.

There is much dialogue and controversy. We have our problems and we have our issues but I look upon all this as good evidence of a growing, lively discipline trying to identify its real potential for the enrichment of the lives of the children of today and the adults of tomorrow.

Development of Perceptual-Motor Programs

Another rapid development in curriculum throughout the country is the tremendous growth of remedial programs for under-achievers in the classroom known as perceptual-motor programs. Various groups outside of the physical education profession who have been interested in helping children with learning difficulties have been prescribing a variety of tasks, including motor activity, to increase the child's perception. Now more and more physical educators are becoming involved in these remedial programs.

The rationale for some of the programs is sound in that, as children learn to move, they move better and learn more about the world around them, because early motor learnings serve as a base upon which concepts and other learnings are built. However, the theory that all children must go through certain developmental patterns in a certain order is questioned by neurologists.

Something good is happening to *some* children in these programs but we are not at the point where we can identify the cause-effect relationship and we are not yet able to prescribe activities with any degree of validity. Nor is it sound to say that if a certain prescriptive program helped some children that it should be applied to all. It is an exciting challenge, but further study, experimentation, and research is needed to identify the contributions of these various systems to learning.

One of the most interesting things about these programs is that most of the motor activities recommended seem to be in the nature of coordination, balance, agility, and spatial awareness which should be the foundation of any good physical education program in K-3. In addition, the kinds of movement activities which are being recommended for the remedial programs have many of the same characteristics as those found in newly developing movement education programs for the retarded.

These commonalities indicate that we may very well be on the brink of a real breakthrough toward identifying the kinds of physical education programs which will make more significant contributions to child development and to learning than ever before.

Existing Problems

The interest, the trends, and the new developments are exciting, but let's face it, we are beset with a number of problems, such as,

1. A critical shortage of teachers

2. A lack of preparation at the college level—now that there is more demand for specialists our profession is not ready—we need both men and women

3. Poor preparation wherein (a) the limited image of games and dances is perpetuated both for classroom teachers and majors and (b) outdated methods—the physical education major organizes his classes into that stereotyped four squads with eight to fifteen children waiting in line. We are very guilty! Not all the blame can be placed on the inadequately prepared classroom teacher.

4. Lack of imagination on the part of our teachers to adapt to limited facilities and to provide for each child

5. Inadequate attention to primary grades

6. Weak curriculums based on (a) "little games and little dances for little people," because that is all the classroom teacher was taught in that three-credit college course or she picked up a "How We Do It Game Book" and it became the sole source of help, (b) programs consisting mainly of conditioning exercises such as jumping jacks, squat-thrusts and push-ups because some teacher's aide was given a week's course on how to teach "Gym" and the classroom teacher sent the aide off to the playground with the children. How do we use aides properly? And (c) a watered down secondary program such as putting a fourth grade boy (or a girl) on a gymnasium floor with a man-size basketball and a ten-foot hoop because the teacher was trained in sports and coaching and really doesn't know the needs or how to meet them for little children. The teacher knows basketball very well, but not children.

7. Lack of real creativity in the best use of the specialist's time. There has been a demand for specialists and now that we are getting them, how do we best use

them so that all the children K-6 can have physical education 3 to 5 days a week without the teacher having 10 to 12 classes per day and perhaps 60 to 100 in a class at once? Organization and administration courses need to deal with such problems as: Do you give up the primary? Do you settle for two days a week? Do you still frown on the classroom teacher taking some of the responsibility? Can you use an aide wisely? How do you schedule the child's day to accommodate all of the other specialists that are forthcoming in music, art, science, math, remedial reading—and others!!

AAHPER Special Efforts

Your Association, in recent years, has been very active in the task of improving elementary school physical education. I have prepared a ten-page program report documenting the efforts of the last three years which you may have by writing to me. Your Journal carries regular announcements and stories.

In summary, one can say that around the country new books are being published, with new approaches, old books are being revised and revitalized, Federal projects are being funded, films are being developed, curricula are being studied, teacher preparation programs are being revised, workshops are being offered, key people are in great demand for speaking and for demonstrations, there are new efforts in pre-school and in after-school programs, and there is more concern for the handicapped, the economically disadvantaged and the child with a learning disability.

May I say, we are growing at a pace far greater than we dared hope for five years ago. How much we achieve depends on how well we capitalize on this golden moment.

Ready, Set, Go!

BETTE J. LOGSDON
Ohio State University, Columbus, and
Consultant for "Movement Education"
television review, produced by National
Instructional Television Center,
Bloomington, Indiana

An important new impetus is being given to the ever-growing interest in elementary school physical education by the National Instructional Television Center. A series of television courses is being produced to make it possible to bring new dimensions of physical education to every elementary school in the nation. Level one of this series to be released in time to be used by schools starting September 1969 features thirty 20-minute lessons for the primary child.

The content for the first television course by National Instructional Television (NIT), entitled "Ready, Set, Go!", reflects the newer trends in elementary school physical education. The sequential learning experiences are illustrative of the content which focuses on basic movement education instruction. The lessons have been designed to provide the primary child with foundational movement experiences which acquaint him with how the body moves, where the body moves, and what the body can do. Inherent in these learning experiences is the development of related understandings and attitudes concerning movement.

The potential value of the learning experiences introduced through this series is enhanced immeasurably because of the teaching style used in introducing the experiences. The style of teaching encourages greater total involvement of the child and shows strong influence of the newer theories of learning which stress problem solving, discovery, and concept development.

A teacher's manual to be used with the video taped lessons of "Ready, Set, Go!" was written to orient the users to the new directions in physical education and to aid in observing and assessing the movement responses of children. Included along with the complete outline of the televised lessons are suggestions for conducting daily physical education lessons and pertinent guides to teaching.

Jane Young, a competent elementary school physical education teacher from the public schools of Middletown, Ohio, has been selected through audition as the television teacher for this first series. The content supervisors and writers of the

Teacher's Manual for this series are Kate R. Barrett of the University School, University of Wisconsin, Milwaukee, and Bette J. Logsdon, Ohio State University. Other physical educators from fifteen different states, Canada and the District of Columbia have been involved in various capacities thus far in the formulation of this series of lessons. The services they have rendered have included the critical review of the content and progression of the lesson, the recommending of persons for the role of television teacher, the viewing of televised lessons to evaluate format, content, and technical aspects as well as designing necessary evaluation tools to be used in assessing the response of the teachers and children to the televised lesson and to the related materials.

The televised lessons are being produced at the University of Wisconsin, Madison, at Station WHA-TV under the direction of Allan Hinderstein. Both of the innovative instructional materials are being field tested in schools in Wisconsin and Pennsylvania before being released to the public.

These lessons are being produced for and will be distributed by the National Instructional Television Center. Preview tapes and advanced information concerning "Ready, Set, Go!" are available now. Request for these materials may be sent to any of the following.

Field Services
Box A
National Instructional Television Center
Bloomington, Indiana 47401

NITC - Midwestern Office
606 W. Wisconsin Avenue
Milwaukee, Wisconsin 53203

NITC - Eastern Office
6 Hawthorne Street
Belmont, Massachusetts 02178

NITC - Western Office
633 Battery Street
San Francisco, California 94111

Grants for Research and Development

DONALD E. HAWKINS
Consultant in Research
AAHPER Headquarters Staff,
Washington, D. C.

Practitioners and administrators involved in health, physical education, and recreation programs are constantly seeking better ways of doing their job. The increasing complexity of professional practice demands more scientific knowledge. And theory that is not workable or lacks development/demonstration leaves the practitioner with the alternative of repeating past practices and thus reinforcing the status quo. Resources for technical assistance and funding for research and development are available, but they must be aggressively pursued. A number of specific suggestions relating to federal and foundation sources are presented here, following several observations on what research means to the practitioner.

The power of knowledge is well accepted in modern society. The orderly system of searching for truth to find answers to man's problems and improve his environment is a broad and simple way of defining research.

Some have suggested that research can be categorized as either basic or applied. Basic or "pure" research is an attempt to discover basic principles or a simple structure of concepts to explain complex human behavior, the environment, or the ecological balance between the two. Stress is usually placed on the discovery of these basic concepts or principles, not their invention.

Applied research is directed toward the immediate solution of practical problems. It involves extensive data collection and analysis but it is not the same as field service, consultation, demonstration, or data-inventorying. Applied research attempts to bridge the gap between theory and practice—the research and development continuum.

There are varying degrees of research sophistication, but anyone who recognizes his limitations can perform research if he rigorously applies scientific methods to the search for knowledge.

Basic or applied research should ultimately be useful. Some associate uselessness as the virtue of a "pure" science. These individuals seem to forget that theory eventually needs to be related to reality, otherwise theory is incomplete. All research should seek the practical test—that is, a workable solution to man's problems or personal/social improvement.

Stressing the ultimate utility of research, in my opinion, is the best way to align the practitioner and researcher into a working team as colleagues in a problem-solving process geared to produce desired changes.

But where does the practitioner fit? Let's start with the six types of knowledge available to practitioners.

AUTHORITARIAN ________________________________ EQUALITARIAN

1.	2.	3.	4.	5.	6.
What Everybody Knows	What Authorities Say	What Researchers Say	What Practitioners Feel	What Practitioners Doubt	What Practitioners Think

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FIGURE 1. SOURCES OF KNOWLEDGE FOR SCHOOL PEOPLE

Source: Fred P. Barnes, *Research for the Practitioner in Education,* Washington: Department of Elementary School Principals, National Education Association, 1964, p. 5.

What everybody knows. Common knowledge is the basis for many of our rationalizations and for the perpetuation of the "status quo" regardless of how inadequate the present situation is. But what everyone knows is not always true (e.g., for thousands of years, most men believed that the earth was flat.)

What authorities say. Communication breakdowns often lead to misinterpretation between the authority and the practitioner. It is risky business to accept authoritative dictums without empirical testing, but it is done every day.

What researchers say. Recreation findings presented by the producers of research, the researcher, are often viewed as conclusive answers when at best they are tenable clues or aids to the search for understanding. There is nothing sacred about a particular research finding. Often the practitioner never gets to know much about the finding since he does not understand the "no significant difference" statistical language sprinkled abundantly throughout a research report. The "research jargon syndrome" is increasingly being attacked by thoughtful researchers as an artificial device sometimes used as a defense mechanism for not really knowing or analyzing the subject matter properly.

What practitioners feel. There are intuitive practitioners who make stunning accomplishments without knowing specifically why they are successful. These are the people who "fly by the seat of their pants." Such wisdom is accepted on faith value, not on the basis of understanding.

What practitioners doubt. The knowledge continuum described to this point is usually accepted as authoritative. It is first broken by the thoughtful skeptic who demands an explanation and wants to be shown before he'll believe. This is the first step toward rigorous, independent thinking. Since these practitioners do not accept spoon-feeding by researchers and authorities, their questioning attitudes and independence add considerably to the knowing process. As philosopher Josiah Royce said, "Despise not doubting; it is often the best service thinking men can render their age. Condemn it not; it is often the truest piety."

What practitioners think. Impatience with the inefficiency of our present health, physical education, and recreation systems, apparent knowledge gaps, and irrelevant directional guidelines are but a few of the many factors that lead individuals to reflective states of mind which can culminate in a decision to act on the strength of one's own ideas subjected to rigorous experimentation and research. Research can be as simple or as grandiose as individual or institutional abilities allow. It should be stressed that independent thinking and testing of ideas are not beyond the capabilities of the practitioner. The practitioner should be treated as an equal on the research and development team.[1]

After conceptualizing problem areas requiring research and development, the researcher and practitioner need to secure information on grant support from foundation and the federal government sources. Resource awareness can simplify this first step toward research implementation. In the following pages federal and foundation resources are categorized separately and supplemented with specific suggestions designed to facilitate the grant development process.

Federal Grant Resources

There are hundreds of grant data sources published by public and commercial clearinghouses. Table I (pages 64-66) presents those sources related to the fields of health, physical education, and recreation.

Programs are constantly changing and being expanded by new legislative or administrative actions. You can keep abreast by reading professional journals and gleaning other continuing information sources, e.g.:

American Education, U.S. Office of Education, issued ten times yearly, $3.75 yearly. Order from U.S. Government Printing Office, Washington, D. C. 20402.

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[1] Many of the observations listed in this description are based on a more detailed description in Frank P. Barnes, Research for the Practitioner in Education, Washington: Department of Elementary School Principals, National Education Association, 1964.

The Chronical for Higher Education, tabloid published twenty-two times each year, $10 yearly. Order from Editorial Project for Education, 3301 North Charles Street, Baltimore, Maryland 21218.

Research in Education, Bureau of Research, U.S. Office of Education, $11 yearly. Order from U.S. Government Printing Office, Washington, D. C. 20402 (Excellent source for brief description of funded programs).

Many of these sources are available in college department offices, libraries, community action program agencies, and school/community research and grant coordination offices. A community might pool its resources to develop a complete library of federal grant information.

By being familiar with priorities as reflected by available grant funding sources, school/community officials are often able to couple local problem-solving and innovation needs with federal and state agency priorities. Once you have decided on what you want to do, and have determined potential funding sources, these steps are recommended:[2]

1. Communicate with governmental officials (preferably in person) before substantial commitments of time and funds are expended to develop the grant proposal. Valuable guidelines and examples of successful proposals, coupled with a prognosis of fund availability, make this procedure an essential first step. You will also have the opportunity to describe the resources of your organization or school; don't assume that the official has ever heard of your institution!

2. Prepare a tentative but complete project application with full documentation. Documentation should include specific and supporting information on goals, objectives, needs and expected results, local support, and coordination with related local activities. Public agencies do not know your community or what type of project is required; they largely rely on documented evidence that the community and its leaders know what they need, how they are going to operate and finance their needs, and why they need federal financial assistance. A well documented and accurate application is the best evidence that officials have that public funds are going to be invested wisely. Many agencies will "pre-review" grant applications and make recommendations on changes that are necessary to obtain final approval.

3. Be sure that the proposal is consistent with accepted scientific research and evaluation methodology. You are not expected to be an expert in research design and statistical analysis; however, this type of expertise should be involved in the problem identification and project-design phases of the proposal's development. If your institution does not have a research office, you can usually get help from local universities, Office of Education-funded research and development centers,

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[2] Many of these steps are paraphrased or quoted from Kenneth J. Smithee, Federal Assistance for Recreation and Parks, Washington, D. C.: National Recreation and Park Association, 1967.

TABLE I. RECOMMENDED GOVERNMENT GRANT INFORMATION SOURCES FOR RESEARCH AND DEVELOPMENT IN HEALTH, PHYSICAL EDUCATION AND RECREATION

REFERENCE	DESCRIPTION
Key Sources	
Federal Support Programs for Health, Physical Education, and Recreation, AAHPER-NEA, 1201 - 16th Street, N. W., Washington, D. C., 1968, 210 pp., $4.00.	Overview of federal programs, success stories, and proposal development suggestions; also a review of new support programs and federal support and implementation recommendations. Appendix includes key office addresses (ERIC, Regional Education Laboratories and Directors of Educational Research, Research and Development Centers, etc.)
Federal Assistance for Recreation and Parks Available to: States, Local Governments, Non-Profit Agencies and Organizations, National Recreation and Park Association, 1700 Pennsylvania Ave., N. W., Washington, D. C., 1967, paging varies, $35.00 ($25.00 for members).	Six appropriate headings have been used for the purpose of identifying specific types of Federal assistance most commonly available to state and local, public and private nonprofit park and recreation agencies and organizations: acquisition of land; development of recreation facilities; equipment (recreation); personal services; technical and advisory services; and training and formal education. A special Agency Qualification Index lists specific items under each of the six major categories which may be eligible for Federal assistance. An alphabetical index appears at the back of the book. Following each program is a directory of state and/or regional offices of the agency administering the program.
Other Catalogues/Services	
Catalogues and Other Information Sources on Federal and State Aid Programming (Revised, 1968). Copies available from the Advisory Commission on Intergovernmental Relations, 726 Jackson Place, N. W., Washington, D. C., 32 pp.	A selected bibliography of handbooks and catalogues on public grants and aid programs, issued by federal agencies (15 sources), organizations of public officials (5 sources), states (45 sources), local agencies (4 sources), and commercial firms (8 sources).
Grants-in-Aid and Other Financial Assistance Programs Administered by the U.S. Department of Health, Education and Welfare. Office of Program Analysis, Washington, D. C., 1967, 392 pp.	Certain kinds of information are presented uniformly on each type of aid—its purpose; financing; eligible recipients; how application for funds is made; significant developments during the past year; and the legal basis under which funds are made available. The publication contains a table for each major operating agency of the Department presenting in summary form the financial and technical data covered in the publication. (Some agencies issue specific information guides—e. g. Bureau of Research, Office of Education Support for Research and Related Activities, 22 pp.)

TABLE I. RECOMMENDED GOVERNMENT GRANT INFORMATION SOURCES FOR RESEARCH AND DEVELOPMENT IN HEALTH, PHYSICAL EDUCATION AND RECREATION (CONTINUED)

REFERENCE	DESCRIPTION
Catalog of Federal Assistance Programs: A Description of the Federal Government's Domestic Programs to Assist the American People in Furthering Their Social and Economic Progress. U.S. Office of Economic Opportunity, Washington, D.C., 1967, 701 pp.	Attempts to answer such basic questions as: what Federal programs are available for individual and community improvement; what are the eligibility requirements; where to apply; and where to get additional information. A 146-page program index lists programs dealing with a particular problem—e.g., physical health. The catalog also provides regional addresses for Federal agencies, and several special indexes.
Federal Assistance in Outdoor Recreation Available to: States, Their Subdivisions, Organizations, Individuals. Department of the Interior, Washington, D.C., 1967, 83 pp.	Lists various forms of assistance, including credit, cost-sharing, technical aid, educational services, and research. Gives a brief description of the aids available from the various departments and bureaus, and lists sources of additional information.
The Vice President's Handbook for Local Officials: A Guide to Federal Assistance for Local Governments. U.S. Office of the Vice President, Washington, D.C., 1967, 297 pp. $2.00.	This Handbook, intended as a source of information and a planning aid for all persons interested in community and urban problems, is designed to supplement the Catalog of Federal Assistance Programs published by the Office of Economic Opportunity (listed above). The Handbook is organized according to problem or functional categories, rather than by administering department or agency.
The Guide to Federal Assistance for Education, Appleton-Century-Crofts, New York, monthly updating, $175.00.	The guide contains user profiles for state agencies, public school districts, private school systems, institutions of higher education, non-profit organizations and institutions, junior and community colleges, health service organizations, and those engaged in scientific research and development. These user profiles are designed to provide only the information on Federal programs that would be useful to a specific type of organization or institution.
A Compendium of Federal Aid Programs for Planning and Effectuating Urban Physical Development. Chicago, University. Center for Urban Studies, Chicago, 1867, 244 pp.	This compendium is limited to those federal aid programs which support: (1) public planning for physical development, (2) the construction, rehabilitation, or improvement of physical structures, (3) the acquisition and/or improvement of park, recreation, or open-space land, or (4) activities to conserve or enhance the basic natural resources of air, land and water.
College and University Reports, Commerce Clearing House, Chicago, continuing service, 2 vol.	Subscribers to this service receive frequent issues of College and University Reports,, with explanations of new developments concerning Federal education rules, legislation and grants; a separate summary accompanies the report to give a review of the developments and the news, with a recap of the information

TABLE I. RECOMMENDED GOVERNMENT GRANT INFORMATION SOURCES FOR RESEARCH AND DEVELOPMENT IN HEALTH, PHYSICAL EDUCATION AND RECREATION (CONTINUED)

REFERENCE	DESCRIPTION
College and University Reports . . . (Continued)	contained in the report; special reports, to give subscribers the texts of major education bills introduced in Congress, followed by Committee reports and new laws promptly upon enactment; and two loose-leaf compilation volumes that contain background information and explanations arranged by topic and indexed for continuing reference.
The Doubleday Guide to Federal Aid Programs: 1966-67, Elementary and Secondary Schools and School Libraries. Roney, Ruth Anne. Garden City, New York, Doubleday and Company, Inc., 1966. 222 pp.	Intended for local school officials and staff. Describes assistance available for schools and libraries under more than thirty programs. Includes cross-reference tables and charts and program descriptions including an indication of funds available, eligible recipients, eligible program activities and sources of additional information.
Grant Data Quarterly, 1968. Published by Academic Media, Inc., 10835 South Monico Boulevard, Los Angeles, California 90025, continuing service, Subscription, $35.00.	A journal devoted to the collection and dissemination of grant information and opportunities; sources include business and professional organizations, government, and foundations.

state offices of education, or (in some cases) the potential funding agency. Many proposals deal with relevant and researchable problems but are not funded because they lack an acceptable research design.

4. Organize all appropriate support for the project. Especially important to many grants is the active support of local political leaders, professional persons, educators, and special interest groups representatives. It may be advisable to organize a local citizens' advisory group for large scale or potentially controversial projects.

5. Write and submit a formal application and supporting data to the appropriate state, regional, or federal office. While formulating your application, remember that the objectives and work programs included therein should be capable of practical fulfillment and adequate funds must be provided in the budget section to implement it successfully. Often, the reality of putting these written work programs into operation causes consternation and subsequent grant revisions that could be avoided by careful administrative review and evaluation. If you can't write clearly and persuasively, get someone who can. The average professional or administrator is usually not prepared for effective proposal writing.

6. Notify all appropriate congressional or state representatives of the fact that you submitted an application. Such communications should be brief and include a description of your project and a summary of local support.

7. Document in writing all communications (personal, phone, telegram, etc.) with public officials. Send contract revisions and legal document submissions by registered or certified mail. This procedure protects you against future difficulties and misunderstandings with public officials over grant agreements. Do not substantially change your proposal to satisfy a public official unless the change is warranted. If you feel you are right, "stick to your guns."

8. Approximately sixty days after the submission of your application, make a written request for a status report from the state, regional, or federal agency processing your grant application. In addition, make spot checks by letter or phone every thirty days. Keep local offices and advisory groups informed.

Foundation Grant Resources

There are a reported 6,803 foundations in the United States with combined assets totaling more than $19.9 billion and yearly grants of about $1.2 billion.[3] The top thirteen foundations reporting assets exceeding $200 million are listed in Table II.

For convenience and guidance in the search for financial support, foundations might be classified under the five classifications listed in Table III.

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[3] Marianna O. Lewis, editor, The Foundation Directory (Edition 3), New York: Prepared by the Foundation Library Center; published by the Russell Sage Foundation, 1967, p. 5-51.

TABLE II. FOUNDATIONS REPORTING ASSETS EXCEEDING $200 MILLION, AT ESTIMATED MARKET VALUE OF ASSETS[4]

FOUNDATION	ASSETS (MILLIONS)
Ford Foundation	$3, 050
Rockefeller Foundation	854
Duke Endowment	692
Kellogg (W. K.) Foundation	492
Mott (Charles Stewart) Foundation	424
Hartford (John A.) Foundation	342
Lilly Endowment	320
Sloan (Alfred P.) Foundation	309
Carnegie Corporation of New York	289
Pew Memorial Trust	273
Longwood Foundation	251
Moody Foundation	244
Rockefeller Brothers Fund	210

TABLE III. ASSETS AND GRANTS OF 6, 803 FOUNDATIONS BY TYPE OF FOUNDATION[5] (THOUSANDS OF DOLLARS)

TYPE	NUMBER	ASSETS	GRANTS
General Purpose	$ 370	$13, 503	$ 721
Special Purpose	509	1, 788	87
Company-Sponsored	1, 472	1, 307	177
Community	100	596	24
Family and Miscellaneous	4, 352	2, 732	204
Total	$6, 803	$19, 926	$1, 213

A brief explanation of these categories follows:[6]

1. General Purpose Foundations include most of the larger, better known foundations. They operate with relatively few grant restrictions, and are

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[4] The Foundation Directory, p. 16.

[5] The Foundation Directory, p. 27.

[6] Joseph Dermer, How to Raise Funds from Foundations, New York: Public Service Materials Center, 1968, p. 8-9.

considered the pace-makers or standard setters within the founcation field. They number only 370 and control 68 percent of the grants.

2. Special Purpose Foundations restrict their grants to a specific field of research, a particular activity or a designated geographic area. The limitations placed on grants are clearly defined in their charter. These foundations very often reflect priorities or points of view in their names.

3. Corporate or Company Foundations channel the philanthropies of business organizations. These are tax-exempt, non-profit bodies legally detached from the commercial enterprise and operated exclusively for giving. Generally, grants are given within the communities where the company is located and serve to show the goodwill of industry while benefiting a local area.

4. Community Foundations receive and administer funds in a specific geographic area with which to support the particular interest of the donor. These foundations often have under their management multiple funds for a wide variety of interests. They can well be considered as a source of support—and very often as a source of support for on-going programs of proven worth.

5. Family Foundations usually are channels for the donor's current contributions. These family foundations are great in number; their total assets are small. Very often the grants reflect the immediate interests of the donor and go to his college, his church, the local hospital and community fund.

Grants of more than $10, 000 (1966) were distributed as follows: Education (24%), International Activities (21%), Humanities (18%), Welfare (12%), Science (11%), Health (9%), Religion (5%). Table IV is a ranking by subcategory fields relevant to health, physical education, and recreation.

As in the case of public funding, knowledge of sources of foundations funding is an indispensable first step. This information appears in Table V.

Several suggested hints for developing foundation support follow.

1. Be familiar with foundation priorities and previous funding practices. This information can be obtained from the sources listed in the table and from the annual reports issued by many foundations. One recommended shortcut would be to consult the book, How to Raise Funds from Foundations, available from Public Service Materials Center, 104 East 40th Street, New York, New York 10016. You may obtain information on:

(a) Foundations that will grant appointments on the basis of a brief letter outlining the project,
(b) Foundations that prefer a complete application,

TABLE IV. FOUNDATION GRANTS FOR FIELDS RELATED TO HEALTH, PHYSICAL EDUCATION AND RECREATION, 1966[7] (THOUSANDS OF DOLLARS)

EDUCATION		HUMANITIES		WELFARE		HEALTH	
Higher Education	$ 63, 391	Music	$ 89, 625	Community Funds	$30, 795	Hospitals	$31, 828
Buildings and Equipment	20, 190	Performing Arts	7, 217	Youth Agencies	14, 019	Medical Education	18, 883
Libraries	20, 139	Art and Literature	5, 834	Community Planning	10, 800	Mental Health	3, 761
Elementary and Secondary Schools	17, 189	Language and Literature	5, 797	Relief and Social Agencies	6, 214	Health Agencies	2, 881
Endowment	10, 234	History	3, 725	Interracial Relations	5, 767	Patient Services	1, 690
Publishing and Broadcasting	6, 367	Museums	2, 743	Handicapped	3, 749	Dentistry	1, 399
		General	1, 643	Children	3, 100	Public Health	927
Educational Research	4, 883	Philosophy	160	Aged	2, 454	Nursing	918
Scholarships and Loans	4, 325			Recreation	1, 827		
Vocational Training	3, 059			General	746		
Educational Associations	2, 706			Transportation and Safety	690		
Aid to Teachers	2, 058						
Fellowships	1, 760			Delinquency and Crime	351		
Adult Education	487						
Totals	$156, 788		$116, 744		$80, 512		$62, 287

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[7] Table developed from source data, Lewis, op. cit., p. 37-43. See this source for similar data on international activities, sciences, and religion.

TABLE V. FOUNDATION GRANT INFORMATION SOURCES FOR RESEARCH AND DEVELOPMENT IN HEALTH, PHYSICAL EDUCATION AND RECREATION

REFERENCE	DESCRIPTION
Foundation Directory, published by the Russell Sage Foundation, 230 Park Avenue, New York City, 1, 200 pp.	Includes names and addresses, alphabetized by state, of 6, 803 foundations with assets in excess of $200, 000, or who make grants of at least $10, 000; also purposes and current interests are listed.
The Foundation Library Center, 444 Madison Avenue, New York City, also a smaller library is located at 1327 18th St., N. W., Washington, D. C.	Houses files on some 17, 000 foundations with information on financial statements, names of grantees, index of grants by fields, government records, and other data; also houses 700 books, 1, 000 pamphlets and other materials dealing with philanthropy.
Foundation News, published by the Foundation Library Center ($3 annual subscription).	Listings in each issue of grants of $10, 000 or more; also contains articles on significant developments as well as other newsworthy items.
Grant Data Quarterly	See description in Table 1.

(c) Foundation time preference for receiving grant proposals,
(d) Foundations that make grants toward operating grants.

2. It is acceptable to submit the same proposal to many groups. However, be sure that it is an original typed copy. Don't worry about more than one foundation approving your proposal.

3. If you have not yet developed a complete proposal, it is advisable to forward a brief summary to the foundation official and, if possible, get a personal interview.

4. Use a volunteer (e. g., a civic leader, political figure, corporate executive) to assist you in presenting your proposal to the foundation. If you have contact with a foundation trustee or officer, directly or indirectly, do not hestitate to use this important advantage.

5. Cultivate foundation support by sending your annual reports, newsletters, news releases, and other significant information on a continuing basis.

6. There is no substitute for a carefully written presentation of your proposal. Most foundations do not provide application blanks, nor request a specific proposal format. In the absence of specific instructions, the applicant would be well advised to use as a general guide applicable formats for proposals required by federal agencies, e. g., Bureau of Research, Office of Education; Administration on Aging; National Institutes for Health, others. The foundation check list on the next page should assist you in the overall grant development process.

FOUNDATION CHECK LIST[8]

No two FOUNDATIONS are identical. And no set of check points will cover all of them. Following, however, are basic questions you should ask yourself while undertaking your efforts to secure support from foundations.

YES	NO	
....	....	Do I know for a fact that the foundation(s) to which I plan to send my application is genuinely interested in the field of work with which the application is concerned?
....	....	Have I ascertained how much these foundations grant, to whom they are making grants, and whether there is a particular period of time at which grants are approved?
....	....	Have I enlisted the cooperation of my Board of Directors and other volunteers, to the fullest extent possible?
....	....	Have I looked into the possibility of securing a personal appointment?
....	....	In seeking general operating funds, have I sought to present a special reason justifying such support?
....	....	Have I kept my presentation brief, factual and to the point?
....	....	Is the budget for my application realistic and fully thought out?
....	....	Are all presentations that I sent out individually typed?
....	....	Do I report fully to foundations which give grants to us as to how their funds have been expended?
....	....	Do I pay particular attention to renewing foundation grants which may have lapsed?
....	....	Do I persevere with foundations interested in my field even if an application is rejected?

Things being as they are, even if you answered "Yes" (obviously, the right answer) to all the questions, no one can guarantee that your efforts in the foundation field will succeed. You will, however, have done all you can to assure that success.

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[8] This list of questions is quoted from Dermer, op. cit., p. 55.

The success of research and development is not assured by securing fund support—this is only the beginning of a tedious, yet rewarding process. As the probability of grant approval becomes apparent, start thinking of implementing the project. If you are able to identify and involve your project director and key staff in this critical phase, misunderstandings and time lags can be avoided.

Take research implementation seriously by seeing that the research design is followed, despite the practical problems usually encountered. Your chances of success can be improved considerably if you are assisted by competent researchers of proven ability.

Be prepared for "red tape" and extensive reporting procedures. Remember that continued funding of projects is often based on the written reports and progress statements generated by project staff and advisory committees. Utilize the knowledge and experience of the project officer assigned to oversee your project by the funding agency. He is a facilitator, not a judge and jury, who wants your project to succeed as much as you do.

One final caution to those who seek fund support for research and development: Don't go to bat in the grantsmanship game unless you have the courage to strike out!

Trends in Facilities and Equipment for Physical Education, Recreation, and Sports

MILTON A. GABRIELSEN
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The innovations in design of structures, the use of new materials, and the improvement of equipment related to facilities for physical education, recreation, and sports which have emerged in the past decade are so numerous that it would take more time than has been alloted to me to just identify them. Consequently, I have compromised with the topic assigned to me as follows: First: I propose to discuss with you directors of city programs of physical education, health, and recreation your role as planners and chief program administrators. Second: I want to call to your attention a few of the more exciting, and I believe, significant innovations in facility and equipment design which have occurred in our field. Third: I want to illustrate the process you must go through in planning a specific physical education and recreation facility.

I have long believed that the schools of our cities represent the most important recreation resource in the community. Yet few communities receive full value from their schools. It is now recognized that recreation and park facilities are essential elements in the modern urban community. They enrich the living experience of people by providing outlets for self expression and human satisfaction.

It is the responsibility of community officials to provide their people with opportunities they cannot have in their homes for a variety of recreative experiences under effective leadership in safe and adequate facilities. No longer should the citizenry tolerate the policy practiced by many school administrators, which closes the doors of their schools and the gates to their play fields when "they" are through using them for the day. The "community-school" concept must become a reality in every city and hamlet in America. The people demand it, and have a right to expect it.

One of the most significant developments in educational facility planning in the post World War II era has been the "park-school." It represents a positive effort towards needed cooperation between schools and municipal governments.

Simply stated, the park-school concept brings together two vital community functions—education and recreation. This innovative concept will, undoubtedly, have a profound influence on future educational facility planning including urban renewal and model city experiments, residential developments, and particularly the "planned community."

The park-school idea does not merely involve the insertion of a school building into an already existing neighborhood or community park, but rather its true relevancy lies in combining at the planning stage two essential community needs; namely, open space as reflected by a park, and education as reflected by a school building.

As directors of these programs you have a most important role to play as planners. You cannot avoid it if you are to be effective in your job. To date, most of you have failed to adequately perform this function. Here are some "facts of life" that should disturb you:

Most architects tend to ignore the physical educator when planning a new school building because he believes he does not get very good help from him. Unfortunately, the planning "fraternity" has found that little help is forthcoming from the recreation or physical education professions with respect to standards and design criteria.

Physical education is being challenged more and more to justify its position in the educational scene. Physical education has ridden on the "coattails" of interscholastic sports for a long time. This influence is diminishing.

In my opinion, physical education and recreation have not made the contribution which is within their potential to the major social and economic problems confronting our nation—racial tension, youth unrest, the disadvantages, and urban decay. It takes considerable courage and sacrifice to get involved in the solution of these problems.

Here are some of the planning functions that you should be involved in when the occasion or need arises. You might use these as a basis for self-evaluation of your performance as a director.

1. Whenever an "urban renewal" program is proposed for your city or a "model cities program" is contemplated you should make every effort to become involved. Make yourself available to serve on committees or serve as a consultant to planning officials. The reason should be obvious. Both of the above programs involve development of open space and recreation facilities areas.

2. Almost every city in America either has, or is in the process of preparing, a "master plan." The development of these plans are usually supported by federal and state planning funds. They are designed to help shape the city's future development. Obviously, recreation, open space, and sport facilities are an integral part of the master plan. Here again you should make yourselves available to the planners in order to assure that these facilities receive proper attention in the growth and rehabilitation of your city.

3. If your city has a recreation and parks department you should seek their cooperation in the development of indoor sports facilities for the community. Some of these facilities might well be used by the schools in the conduct of inter-school athletic contests. For example, it would be more economical for a community of 50, 000 people to develop a sports arena with a capacity of 6, 000 spectators than to build spectator gyms in every high school in the city.

4. Familiarize yourselves with all potential financial assistance which might be available to communities from both state and federal sources. It is here where the schools might well cooperate with the city in seeking funds for the mutual benefit of both. For example, the Land and Water Conservation Funds Act just allocated 100 million dollars to states and communities for development of outdoor recreation areas. Some of these dollars should filter down to your communities and end up as sport facilities. The AAHPER can be a big help to you since they keep abreast of all federal programs.

5. It is time that some of you went to professional conferences other than those in your field. For example, if you want to learn about swimming pools you should go to the NSPI Convention, which this year is being held in New Orleans; or the CNCA Conference which is held every two years. Incidentally, it was just completed two weeks ago in Long Beach, California. There are many other conferences of specialized interest where your attendance would prove of value to you.

6. You should draw up individual master plans for the full development and utilization of every school site in your system. Very few school grounds are used to their full potential. Once the plans have been drawn up priorities need to be established for their improvement.

7. Look around and see if your school system has any empty classrooms. If they do, study how you might make use of them for physical education and recreation. For example, if you have two or three of them together, particularly if they are on the ground floor, you might convert the space for use as a "training type" swimming pool.

8. If you do not have any swimming pools in your city make every effort to get some. In my opinion every school could use a pool.

9. When a new school is being planned in your city be sure that you place before the superintendent and board of education the requirements for your program. It is too late to express yourself after the plans have been drawn. Do this whether you are asked to or not, and, incidentally, your recommendations should be prepared in a highly professional manner.

10. In connection with planning new schools be sure to request classroom space for health education and physical education instruction in the theory and philosophy of physical education, including discussion of game rules and strategy.

11. Where inadequate indoor facilities exist explore the possible winter use of outdoor play space by use of air structures and other low cost covers.

12. Study the possible advantage of eliminating elementary school gyms in favor of smaller more diversified compartments for physical education and recreation.

13. Explore the possible acquisition of property on the fringe of the city, or even outside of the city limits, for the development of a Conservation and Outdoor Education Center which might include winter sports facilities.

14. Begin to research the relative merits of new materials and equipment now available for physical education and recreation. However, do not be too ready to take the recommendation of a high powered salesman. Study them carefully.

15. Finally, I want to make a strong plea at this time for you to pay more attention to the needs of the girls' program, not after you have met the needs of the boys' program but simultaneously with the planning of the boys' program. Too often they get left out.

Now, I want to get into some of the exciting new developments in facility design, equipment, and material in our field.

One of the real problems confronting those involved in planning new buildings is the spiraling cost of construction. To help keep these costs down architects and engineers have searched for, and, I would say, come up with new designs as well as construction methods which have kept cost down. I will not attempt to evaluate each of these since time does not permit; however, I do want to call your attention to some of them.

Air Structures—These are the least costly of all overhead structures.

Pre-fab steel or aluminum structures—These are becoming extremely popular as covers for tennis courts.

Open sky dome—This is one of the most unique designs. The research took 4 years, and was supported by the Educational Facilities Laboratory (EFL). The first installation was completed in 1967 in the new Town of Columbia, Maryland. However, the truly impressive design of this type is the proposed pool cover for the University of New Mexico. It provides cover for 22,000 square feet of space at one-third to one-half the conventional cost.

Geodesic Dome—This design is not only beautiful from an architectural point of view but it is quite functional. It provides a wide clear span of space at about one-half of the cost of conventional design.

Lift Shape—This design came out of a study conducted by a Texas firm. It was also supported by an E. F. L. grant. It is an interesting concept but needs to be thoroughly tested.

Now let's move into the subject of new surface materials. About ten years ago Harold Gores, president of the Educational Facilities Laboratory, published a booklet describing the "things" needed by schools. One of the needs he identified was artificial turf and other appropriate surface material for play areas. He sent the booklet to manufacturers of products all over the country. Within a year the first sample of artificial turf came to his desk. It was "Tartan Turf" from the 3M Company. Other companies followed and, when the sky light in the Houston Astrodome failed to permit natural turf to grow in the Dome, Astro-turf was born. This is a product of the Monsanto Company. This fall the opening NCAA football telecast depicted TARTAN TURF's use as a cover for football fields. The place was the University of Tennessee at Knoxville. These products are now being tested as tennis surfaces and substitutes for greens and tees on golf courses.

Simultaneously with the research in artificial turf the 3M Company was studying a different surface material which they labeled "Tartan Surfacing" material. You all saw the result of this development at the Olympic games in Mexico, where it was used as the surface material for the running track. Incidentally, for the record, the first tartan track surface was laid down at Macalester College in St. Paul, Minnesota, in 1963.

Mitchell's Safety Surface—Used under play equipment, this has already demonstrated its value in reducing injury to children.

Some of the other recent developments which you should be acquainted with are: above ground portable swimming pools, pre-fabricated swimming pools (aluminum, fiber glass), rim flow concept of gutter design for swimming pools, and regenerative cycle concept for filtering swimming pool water.

One of the most exciting ideas that I have had the pleasure of working with is the conversion of our old World War II "Liberty Ships," now in mothballs, to "floating" swimming pools and community centers. New York City is very interested in this idea and has supported a study of the feasibility of the concept including cost and problems of transporting and docking. Just think, you can bring this center to where the need is, providing of course you have access to the ocean.

Steps in Planning a Swimming Pool

MILTON A. GABRIELSEN

The actual procedure which is followed in achieving a successful swimming pool will vary in accordance with the type of agency—governmental, school, organization, or private. Nevertheless, there are numerous similarities which apply to all sponsoring groups; and thus the purpose of this material is to suggest a procedure which might be helpful to those agencies and individuals responsible for the planning of a swimming pool.

Step One: Determining the Need

Whoever is responsible for "paying the bill" will want to be assured that the proposed swimming pool is actually needed. This determination may be accomplished in several ways. A petition supporting the need for a pool signed by a sizeable number of taxpayers is one way. A study of the number of pools in the community available to serve the population (where it can be shown by the "opposition" to the pool that other pools might serve the community's needs, the job of convincing a Board or City Council becomes exceedingly difficult) may be another way. A study of the interest of people (including school children) in aquatics by a community-wide survey is often very effective. If data can be obtained about the number of drownings that have occurred in the community during the past five or ten years, they may be used to dramatize the need; although, the use of the "scare technique" on a community has backfired in some instances.

Step Two: Study of Other Pools

Someone, either the individual or the committee charged with the responsibility for coordinating the community's pool effort, should visit other pools in the

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This material was prepared by Milton A. Gabrielsen, New York University, as one of the chapters in the forthcoming Council for National Cooperation in Aquatics book entitled "Swimming Pools: A Guide to Their Planning, Design, and Operation. Permission to use this copyrighted material has been given by CNCA.

community or adjacent communities. This will stimulate design ideas, acquaint them with operating procedures, and generally elevate their level of understanding of the design and operation of swimming pools.

This step is particularly important when a new pool design is contemplated by the community. If there is a pool in existence anywhere which illustrates what a community wants, it is desirable for someone to go and see it.

Often it is more expeditious to employ a consultant or a consulting firm to assist a community in determining the need for a pool, as well as evaluating various potential pool sites. In some instances, this service is provided by the architect or engineer as a part of his service contract.

Step Three: Selection of the Architect, Engineer, and Pool Consultant

This is an important step. More pools have ended up disastrously because of the selection of an architect or engineer who has never designed a pool and refuses to employ a qualified pool consultant. Swimming pools represent complex engineering problems; therefore, an architectural firm should indicate who his engineer is, and what experience he has had in planning pools before the firm is hired.

Several different architects and/or engineering firms should be interviewed. The American Institute of Architects (AIA), in cooperation with the National Council of Schoolhouse Construction, has prepared a questionnaire for use by school boards in seeking information regarding prospective architectural firms. (It appears on page 86 .) The type of data which the AIA suggests should be obtained from each architectural firm interviewed. By slight modification, a community might use the AIA's school building questionnaire for selection of the pool architect.

As a further guide to agencies faced with the problem of selecting an architect, the following principles are offered:

1. No architect should be selected merely because of his residence in the community, friendship with anyone connected with the project, or the artistry of his renderings.

2. All architectural firms should be interviewed in addition to the use of the AIA questionnaire outlined previously.

3. The architect should have on his staff an engineer who has had experience in designing pools, or indicate his willingness to engage a consulting pool engineer for the job.

4. A reasonable time schedule for various phases of work should be agreed upon by the architect and the contracting agencies for whom the pool is being planned.

5. If there is a question regarding the practicality of the site for the pool, the architect should be willing to engage a site planner, if he does not have one on his staff.

6. In the event the pool project is to go to public referendum, the architect should provide preliminary drawings, cost estimates, and a possible artist rendering of the project.

Pool construction firms often indicate that they "throw in" the architectural and engineer service free as a part of their professional service. It must be realized that when a pool builder is employed to do the whole job, the pool and certain features of the pool often will be accomplished according to how the company is tooled up. For example, some companies will only construct the pool basin by using the pneumatic concrete method. Furthermore, such companies often make additional profit by selling their own equipment (such as diving stands, drains, filter plant, pipes, and other accessories) for the job.

In the final analysis, the best pool will be the one that is properly designed by a qualified pool engineer who also supervises the construction. However, a good architect who is lacking in specialized pool experience may design a successful pool if he is willing to employ a consulting pool engineer, or general pool consultant.

Step Four: Site Analysis

The final determination of whether a site is usable for the construction of a pool must be made by the architect and his engineer. Test borings are absolutely essential. The stability of the soil and its chemistry must be established. The mere fact that a site is available should not be the sole criterion used in the selection of a site for a pool.

The following criteria are suggested as a guide in the selection of a site:

1. Is the pool site centrally located within its area of service, and is it generally accessible to the people of the community?

2. Is the location away from present and possible future airport approach and take-off routes?

3. Is there adequate area to provide parking for the number of cars expected?

4. Is the site away from heavy industrial smoke?

5. Is the site so located that it does not become a nuisance to residents?

6. Does the size of the site meet recommended professional standards?

7. Is the site away from hazardous crossroads?

8. Are there sidewalks leading to the pool, or do children have to walk in the road?

9. Does the topography lend itself to the construction of a swimming pool without increasing the cost to a prohibition level?

10. Is the design of the proposed pool consistent with the architecture of the surrounding area?

11. Are the needed utilities (water, sewage, electric power) readily available to the site?

12. Does the cost of needed improvements adjoining and approaching the site make the site less desirable than another location?

Step Five: Study of State and Local Boards of Health Regulations

All states have laws and regulations which both influence and govern the design and construction of swimming pools. In addition, some local communities (cities, counties, or townships) have their own ordinances and health regulations controlling both the design and operation of pools.

It is the responsibility of the architect or engineer to see that the pool conforms to all applicable laws and regulations.

The National Electric Code (Article #680-Swimming Pools) established the requirements of "installation of electric wiring for equipment in or adjacent to the swimming pools, to metallic appurtenances in or within five feet of the pool, and to the auxiliary equipment such as pumps, filters, and similar equipment."

Local boards of health are influenced by the research findings and codes of the National Sanitary Foundation (NSF), which may be likened to the Fire Underwriters, and the Suggested Ordinances for Public Swimming Pools published by the American Public Health Association, and the U. S. Public Health Service.

Step Six: Meeting Suggested Pool and Professional Standards

An important point to keep in mind is that most published standards represent the minimum; communities and schools building swimming pools should strive to go above the mere minimum.

The following agencies have established standards which serve as a guide to pool planners and engineers:

National Swimming Pool Institute (NSPI)
Council on National Cooperation in Aquatics (CNCA)
American Public Health Association (APHA)
U. S. Public Health Service (USPHS)
Amateur Athletic Union (AAU) (Competitive Standards)

National Collegiate Athletic Association (NCAA) (Competitive Standards for College)
National Sanitary Foundation (NSF)
All local State Boards of Health
National Electric Code
Most local Boards of Health
American Red Cross (in Safety procedures)

There are other groups which suggest standards such as the Illuminating Engineering Society which recommends the quantity of illumination for both indoor and outdoor pools.

Pool engineers, architects and planners must be cognizant of all pool standards, not only those which are mandatory, but also those that suggest "good" or desirable practice.

Step Seven: Preparation of Program Requirements and Specifications

It should never be left up to the pool engineer or architect to design the pool without a concise statement of the program requirements. This phase of planning may be referred to as the preparation of the "Program Design."

It must be clearly established by the users of the pool just what activities they plan to conduct in the pool. Each activity has its own requirements, that is, depth of water, area lighting, water temperature, and other such factors.

The worksheet shown in the Appendix on page 132 may be used by the pool planners or committees in the process of determining the program requirements. Once these requirements have been established, there is need to translate them into what is called "design characteristics." For example, after all program needs have been analyzed, it is concluded that the minimum water depth required to accommodate preschool children is 6 inches. This obviously means that a separate pool, or a separate wing of a large pool, must be provided where this depth of water may be provided if this age group is to be accommodated. This fact is recorded as a part of the specifications, which become the basis for the preparation of the preliminary plans by the architect or engineer.

It cannot be too strongly emphasized that the preparation of the "design program" and the subsequent translation of the program needs into design characteristics and detailed specifications is fundamental to the accomplishment of a good, functional pool.

Step Eight: Preparation of Preliminary Plans and Cost Estimates

Once the architect has received the program requirements and specifications from the agency planning the pool, he should proceed to prepare the preliminary plans, sometimes called "schematic plans." The plans will show the location of the pool on the site, the traffic patterns for both vehicles and pedestrians, the shape and dimensions of the pool, location of various diving boards, if there are more than one, floor plan of the bathhouse or lockerroom, and identification of location of equipment, both safety and other types, as well as fences.

The preliminary plans should include estimated costs of the project broken down as follows (some of the items may not apply in certain situations):

Cost of construction of pools (list each separately) with filter system
  and diving equipment
Bathhouse or lockerroom
Plumbing and drainage
Decks
Equipment
Fencing
Lighting and other electrical work
Site preparation including parking and landscaping
Architectural fee
Legal and bonding cost
Contingency

The contract agency must carefully review the preliminary plans. If costs are too high, reductions must be sought, and preliminary plans changed accordingly. The use of alternates should be studied. When the preliminary plans are approved, the architect should be instructed to proceed with A & E plans. An exception to this step results when it is necessary to submit the project to a referendum.

Step Nine: Promotion of a Successful Referendum

When it is necessary to go to the voters for approval of a swimming pool project, certain rather specific steps need to be taken. These are:

Legal notice of referendum
Conduct of public meetings
Preparation of a brochure for distribution to the voters
A planned promotion campaign

The architect should prepare an artist rendering of the project. A print of the rendering should go into the brochure and also be used in connection with news releases. The brochure should be simple, factual and complete. It should be distributed about three weeks before the date of the referendum. The contents of the brochure should include:

Clear statement of the need for the pool
Details of the proposal being placed before the voters accompanied by
  schematic plans and renderings
Description of and basis of operation of the pool
Cost of the project with an indication of how much the taxes will increase,
  if any
Polling locations and time of voting
Endorsements of leading officials of the community

Step Ten: Preparation of Architectural and Engineering Plans (A & E)

After the voters have given approval to the pool proposition, the architect should be instructed to proceed with the preparation of the working plans and specifications (A & E plans). This usually takes between two and six months, depending upon the scope of the project and the quantity of other work for which the architect is under contract. Once the plans have been completed by the architect, they must be approved by theccontract agency. The plans are now ready for bidding.

Step Eleven: Submission of Plans to Bid

By law, in most cities and states, public agencies must submit plans to bid. Private agencies should do likewise, since it undoubtedly will result in a better price. In advertising the plans to be bid, as wide a distribution as possible should be made. The greater the number of bidders the better will be the price. Sufficient time must be allowed contractors to bid the project (one to two months). In certain states the bidding must be broken down into three or four contracts, such as general, structural, electrical, heating, and plumbing.

The date for opening of bids must be specified and bidders invited to attend. Awards are usually made to the lowest bidder, unless it can be established that the company submitting the lowest bid is unreliable or unable to do the job. The burden of proof in such cases rests with the authority for whom the pool is to be built.

Contracts drawn up with contractors should specify time schedules, guarantees, describe the kind of supervision, and all other items pertinent to the job.

Step Twelve: Supervision of Construction

It is the responsibility of the architect to supervise the construction of the pool. How he does this is important. Supervision is one of the items which should be carefully set forth in the contract with the architect. Daily supervision of the construction is obviously best, but not always practical. The minimum supervision involves having someone there at all major points in the construction, such as review of excavation, pouring of pool basin, laying down of the deck, installation of diving stands and platforms, and pouring of concrete decks in the bathhouse. Often the contracting agencies (municipality or school) find it desirable to appoint a clerk of the works to protect their interests. In some cases, the salary of this person is shared between the architect and the agency.

Once construction is completed, inspection is made of the job by the architect and representatives of the agency and accepted or rejected. At this point, the pool should be fully operative and ready for use.

As an aid to those responsible for planning a pool, the check list contained in the Appendix on page 137 can be a useful guide. Where the plans do not completely meet the requirements set forth in the check list, corrective measures should be taken.

ARCHITECT'S QUESTIONNAIRE

1. Name ____________________

2. Business Address ____________________

3. Telephone Number ____________________

4. Type of Organization (check one)
   - Individual __________
   - Partnership __________
   - Corporation __________

5. Names of principals, professional history, professional affiliation, key personnel, staff organization: (attach information if you prefer)

   ____

6. Attach list of completed buildings your firm has designed during recent years. If you have recently established your own practice, indicate prior responsible affiliation with other projects. Underline those which you feel are examples of your work appropriate to our problem and which you would like to have visited.

   Include cost of building, type of building, location and dates of construction. (Use separate sheet.)

7. Give names of persons to whom the Board of Education may write. These persons should have knowledge of your firm and your work:

   ____

8. Attach any other material which might help the Board of Education in giving you proper consideration. In questions 7 & 8, the Board is interested in finding out about your:
   - Integrity
   - Thoroughness
   - Creativeness
   - Adequacy of Supervision
   - Business Procedure and Record Keeping on the Job

9. If you are called in for an interview, you will be asked to furnish information indicating:
   - That your organization is adequate to do the job.
   - That previous commitments will not prevent expeditious planning of this project.
   - That you are willing to devote time to carry out cooperative educational planning with designated school staff members or committees.
   - Completeness of contract documents (plans and specifications).

Standard Form of Questionnaire for Selection of Architects for School Building Projects. AIA, 1735 New York Avenue, N. W., Washington, D. C.

School and Agency Pools

DAVE ROBERTSON and
MILTON A. GABRIELSEN

Swimming pools have found their place in schools, clubs, Y's, and community centers. There is no denying this. The "battle" of whether a school pool is a frill or an exotic extravagance is over. The value of an indoor swimming pool to a community is increasingly being recognized. It is merely a question now of "when can we get our pool," not "will we ever get one?"

For years, most indoor pools were located in Y's, Boys' Clubs, schools (all grade levels) and neighborhood centers, a trend which will continue for years to come. Much credit is due to the YMCA and YWCA who pioneered the development of indoor swimming pools in this country.

This chapter is primarily directed toward the "school pool" since the Council for National Cooperation in Aquatics believes that greater problems exist and more help is needed in the acquisition of pools for the schools of America. Furthermore, most Boys' Clubs and Y's have pools.

Role of Aquatics in the School Curriculum

Swimming should be a required unit of instruction each year in every child's school experience. The unit should be taught by members of the physical education department who are certified to teach swimming. Trained personnel are essential to effective teaching of the fundamental skills of swimming. In addition to the basic swimming strokes, the curriculum should include: survival swimming, diving, water safety, lifesaving skills and other activities such as synchronized swimming scuba diving and small craft techniques as the need may dictate.

This material is one of the chapters in the forthcoming National Council for Cooperation in Aquatics book entitled Swimming Pools: A Guide to Their Planning, Design, and Operation. It was prepared by Dave Robertson, swimming coach at New Trier High School, Winnetka, Illinois, and Milton A. Gabrielsen, New York University. Permission to use this copyrighted material has been given by CNCA.

It has been proven that it is best to schedule the swimming units in a block of classes rather than, for example, one class each week. Conditioning and physical development of the pupils constitute an essential aspect of the program since more can be taught to students once they have gained a high level of physical stamina, including both strength and endurance.

Classes should be split into levels of ability, such as beginner, intermediate, and swimmer. This permits better utilization of the pool facility. Where possible, it is suggested that student leaders be trained so as to assist the regular class instructor. The ideal ratio for beginners is one leader for each student. This will also provide valuable training to the student leaders and will permit the instructor the opportunity to work with larger groups where a one to one ratio is not needed. Fifteen to 20 students can be handled by one teacher this way.

The physical education instructor assigned to the swimming program should be a specialist. The responsibilities of supervising the pool in regard to health and safety and ultimately the programing of the facility throughout the entire year can be more professionally achieved by a trained and qualified person than a partially-trained teacher. The "specialist" should possess a Red Cross Water Safety Instructor's Certificate or the equivalent.

Meeting Emergency Situations

The school's director of swimming should establish an "emergency plan" to meet any accident situation which might arise. He should visit the local fire department at least twice each year to establish the best possible plan for getting assistance to the swimming pool in the event of an emergency. A practice trip should be made by members of the fire department to the swimming pool to acquaint them with entrances to the pool, as well as to establish an understanding of how the department and the school's director of swimming can best work together in the event of an accident.

Every swimming pool should have a direct outside telephone line. The phone should not go through a switchboard. All pools should also have a portable inhalator-resuscitator. They are an extremely valuable piece of equipment. First, in the case of an emergency, and second as a valuable aid to the water safety instruction phase of the pool's program. Students who receive training in the use of the inhalator-resuscitator gain an appreciation of its value and in case of emergency occurring any time in their life, they will be able to respond quickly by calling for assistance.

Other aspects of an emergency plan is the knowledge of mouth to mouth resuscitation and the fact that it must be used immediately. The plan, once it has been finalized, should be printed and posted in several locations in the pool area and locker rooms.

The School's Aquatic Program

The aquatic program should be multi-activity and extend throughout the entire school year in order to satisfy all the needs of the members of the school, club or community. There are three basic aspects of the school's aquatic program. They are:

School Day Program. Involves basic instruction to all students as a part of the school's curriculum.

After School and Vacation Program. Usually recreational in character. Competitive swimming also fits in here.

Public Program. This phase is both instructional and recreational. Here is where all the people of the community get a chance to participate.

The boys and girls physical education departments equally divide the school day periods throughout the entire school year. The after-school program for boys which should be scheduled throughout the year includes time for recreational swimming, competitive swimming and diving, and water polo. As the year progresses, classes in all sections of Red Cross lifesaving should be offered, as well as opportunities for instruction in scuba and other special aquatic interests.

Girls enjoy the same activities as boys, substituting synchronized swimming for water polo. There are many coed activities which can be offered using the above program and once each year a joint water show should be planned for the community to view.

In addition to the responsibilities of giving the student body a well planned multi-activity, year-round aquatic program, every school system should offer opportunities to the general public to use the swimming pool. There is the need for adult instruction as well as family "free-play" nights, which are very popular.

Every school system should offer the community the opportunity for the young children (pre-school) to learn to swim. Classes can be offered on Saturday mornings and daily during the summer months. There is good opportunity for a cooperative effort between the school and the local recreation department in the use of the swimming pool during the off-school hours. There are numerous cases of this type of cooperation even to the extent of financing the initial construction cost of a swimming pool which then becomes a joint venture.

Scheduling the School Pool

The summer aquatic program for a school pool should be developed with great consideration to the aquatic needs of the total community. It is far better to schedule the pool's time than to leave it unscheduled. Friction is averted when people know when their favorite activity will be conducted.

A good example of a successful summer schedule is:

6:30 a.m. - 8:30 a.m.	Competitive swimming practice
9:00 a.m. - 12:00 noon	Learn-to-swim program for children
12:30 p.m. - 4:00 p.m.	Recreational swimming (at times of great popularity, two 1-1/2 hour sessions should be scheduled)
4:30 p.m. - 6:30 p.m.	Competitive swimming, synchronized swimming, lifesaving, diving and other special activities
6:45 p.m. - 10:00 p.m.	Recreational swimming

This type of schedule is easy to administer and provides a fair distribution of time among the essential elements of the program.

Suggested Standards for School Pools

It is essential to understand that the school's pool is an integral part of the general educational plant, and more specifically a segment of the physical education facilities. In the span of a day, more students will use the swimming pool than will use the gymnasium, or, for that matter, any other facility in the school.

As the school board, the architect, and the pool consultant prepare the statement of program design, they must exhibit great forethought so that a completely functional as well as beautiful facility will be constructed. (For the actual planning and design of the school pool, the reader is referred to other chapters in the manual.)

The Elementary School Pool

It would be ideal to have a small training type pool in every elementary school. If this were possible, every child would learn to swim by the age of six. Furthermore, during the balance of the elementary grades, the child's swimming proficiency could be developed to an extremely high level. There is no question that thousands of lives would be saved from drowning if all schools had pools. There are three basic classifications of pools for elementary schools. They are (1) training pool, (2) comprehensive pool, and (3) school-community pool.

The training pool is primarily a pool facility in which to teach youngsters to swim. It is small and it is shallow; as a result it is quite inexpensive.

Minimum size: 16' x 24' (capacity for beginners' instruction: 10)
Desirable size: 20' x 50' (capacity for beginners: 25)
Minimum depth: 2'
Maximum depth: 4-1/2'
Minimum ceiling height: 8-1/2'
Desirable ceiling height: 10'

The portable pool is one answer to the elementary school training pool. It is adaptable to many spaces in and outside of the school building. It is possible for a school to actually start a summer swimming program for an expenditure of under $1,000.

The comprehensive pool is a facility in which most aspects of an aquatic instructional program may be conducted. It also may serve the recreational phases of aquatics which would be conducted after school, on weekends and in the summer months.

Minimum size: 20' x 60'
Desirable size: 30' x 60'
Minimum depth: 2'6"
Maximum depth: 4'6" (If diving is to be included, the minimum depth should be 9' and the ceiling height 16')
Minimum ceiling height: 9'
Desirable ceiling height: 12'

The school-community pool in the elementary school serves not only the needs of the pupils but the needs of the adult population in the contiguous area.

Minimum size: 30' x 60'
Desirable size: 35' x 75'
Minimum depth: 3'
Maximum depth: 9' (If no diving is required, maximum water depth should be 4-1/2' and ceiling height 14')
Minimum ceiling height: 17'
Desirable ceiling height: 18'

The Junior High and Senior High School Pools

There is very little difference between the junior and the senior high school pool. Both should be designed to offer a comprehensive aquatic program which includes public use of the pool. However, in some instances at the junior high level, it may not be possible to construct the size pool needed because of the cost. Obviously, even a small pool is better than no pool.

Minimum size: 30' x 75'
Desirable size: 45' x 75'
Minimum water depth: 3' (Only recommended if pool is to be used extensively by elementary school children)
Desirable shallow depth: 3-1/2'
Minimum deep water: 5' (Only if diving is not included)
Desirable deep water: 12'
Minimum ceiling height: 16'
Desirable ceiling height: 18' (Must have 18 feet ceiling height for 1 meter diving board. If 3 meter springboard is to be included, height must be 25'.)

The high school pool which serves extensively the total needs of the community should provide a separate well or pool for diving and other deep water activities.

Sometimes this deep water well is achieved by designing the pool in an "L" or "T" shape.

Some provision for spectators should be made either by construction of a balcony, roll-away bleachers which are at deck level, or the construction of permanent stands. (Standards for competitive swimming are treated in another chapter in the book.)

The College Pool

The college pool is emerging on many campuses as the focal point of the recreation program. A significant trend is the partial or complete financing of the pool from student fees. Probably the most important development in college pools has been the move toward large pools (50 meters by 25 yards) and in some instances multiple pools with facilities for diving and training provided separately from the main pool.

The question of whether it is more desirable to construct a single, large, centrally located pool or several small pools strategically placed throughout the campus has confronted colleges and universities for some time. The answer is increasingly in favor of the large complex. Probably the best example of this concept is the new pool at the University of Tennessee at Knoxville. Opened in 1967 and labeled the Aquatic Center, it contains the following facilities:

> 50 meter, outdoor, "L" shaped pool which accommodates three diving boards in a separate area.
>
> 50 meter X 25 yard indoor pool with two short course competitive areas laid out across the pool.
>
> 25 yard X 60 foot diving well with 1 and 3 meter springboards and 3 meter and 6-1/2 meter diving platforms.
>
> A building located between the indoor and outdoor pools which contains dressing facilities, lounge areas, games area (pool, table tennis, etc.), and food service area. Balconies are located facing both the outdoor and indoor pools. They contain tables with umbrellas (outside) and chairs.

The University of Illinois at Champaign and the University of New Mexico are two other schools currently developing aquatic complexes which include both indoor and outdoor pools.

All of these schools, and others, which either have or are in the process of constructing 50 meter pools, recognize the need for one or two additional small (25 yard) pools, particularly to serve the needs of professional physical education programs.

The factors which support the trend toward 50 meter pools may be summed up as follows:

1. Students seem to enjoy being a part of a large group in a recreation setting involving swimming. The large pool usually has a capacity from 500 to 2, 000 depending upon the amount of deck space provided.

2. Pools must provide such supplemental facilities as lounge areas, sunning decks, tables for eating or just socializing, sauna baths and other recreational facilities if they are to be attractive to students.

3. An important use of the outdoor pool is for summer school graduate students, many who bring their families.

4. The faculty and their dependents find the aquatic center an enjoyable and attractive facility.

5. The large pool complex provides the opportunity for holding major swimming competition, shows, demonstrations, and pageants.

6. The decks of the pool, if properly designed, may provide space for dancing which many students enjoy. The prudent use of lighting (both underwater and overhead lighting) enhances the beauty as well as utility of the pool.

7. The large pool enables the aquatic director to schedule several different activities or classes in the pool at one time. At least three or four separate "teaching" or "activity" stations may easily be accommodated in the large (50 meter) pool.

All indoor pools need to be properly heated, lighted, ventilated, and made acoustically comfortable if they are to be successful. (Details on design of these important feature are treated in a separate chapter.)

Some Hints on How To Get a Pool for a School

When a community is contemplating the construction of a new school (high school, junior high school, or elementary school) that is the time to consider the inclusion of a pool as part of the educational requirements. Some hints as to how to go about it from the standpoint of the physical education director or instructor are outlined below.

1. Study the need for a pool. Accumulate supporting data on the number of pools available in the community, the incidence of swimming ability among students, the relationship of the pool to the school's physical education program, etc.

2. Make the pool a part of the total package. The pool should not be thought of as a separate entity to be voted on as an optional type of facility. The pool must be viewed as an essential part of the school's instructional facilities, not as a frill.

3. Be modest in the plans. Do not "shoot for the sky" in design. Go for a good functional pool but not an elaborate one unless the community wants such a pool.

4. Involve the citizens of the community in the planning of the pool. Use the community pool approach. In other words, design the pool to meet total community needs for aquatic instruction rather than merely the instruction of school children.

5. Show by illustration that the capital cost of the pool and its operation is low when calculated on the basis of its use. It will actually be the most used facility in the school.

6. Be willing to reduce some of the areas of indoor physical education facilities in order to get the pool. The pool should be second in priority after the gymnasium. It should have a higher priority than the wrestling room or separate gymnastic room in planning the physical education plant.

7. One person must spearhead the drive for a pool. He must be a person who is respected in the community and is articulate enough to be able to go before civic groups and the public to sell the pool.

Selected Topics for Group Discussion

SUMMARY OF REPORTS

Operating Budgets

Operating budgets for most systems are based on a specified amount allocation per student. The consensus of the group indicated that extra curricular activities should be supported from tax funds.

Financial support for extracurricular activities for girls was discussed.

Community Centers and School Recreation

There is a growing tendency toward joint municipal operations, such as: the board of education operating with private organizations; elementary schools operating junior centers immediately following the close of the school day. Then there is increased involvement of the community in program planning. The parks departments are inviting the schools to participate in programs at the natural museums, zoological gardens, nature trails, aquariums.

Educational Technology

Films, filmstrips, records, audiotapes, and videotapes can be excellent teaching tools. However, their use must be carefully planned to avoid boredom and time wastage.

Audiotape recorders have many advantages; they may be used for self-evaluation by teachers, and they are an effective way of exposing parents to school activities.

Videotape recorders have great public relations potential.

More than 30,000 taped programs are now available to schools. Cost $1.00 to $4.00. For list of titles write for the DAVI Tape Catalog, 1201 16th Street, N.W., Washington, D.C. 20036.

Evaluation

Several ideas were discussed and many questions were raised, as follows.

1. Evaluation frequently supersedes teaching. Is this justifiable?

2. If norms are used in grading, how does this affect the child who is at the lower end of the scale? Can he be adequately motivated through improvement alone?

3. Is it possible for agencies such as EPIC to develop materials that could be helpful to people in our fields?

4. Is it possible to devise realistic objectives so that each child can assess his own progress in terms of his own needs and interests?

5. Do we, as school people, make full use of information from growth grids, in planning?

6. Why is it that, as school people, we fail to implement positively recommendations that emanate from professional societies such as the American Medical Association?

7. Is there a need to develop screening tests to assess the physical condition of students prior to giving endurance items in fitness tests?

8. Do we have the means to evaluate the extent to which a physical education course meets the objectives?

   Considerable feeling existed concerning the need for professional physical educators to become skilled in identifying objectives that can be evaluated. Some degree of unanimity did exist concerning the possible need to limit objectives to those that were primary and which could be evaluated.

Improvisation of Facilities

There was discussion of the apparent duplication of facilities for schools and recreation throughout the states. There is a need for coordination of school and recreation monies in the building program and in the use of facilities. The Parent-Teachers Associations were mentioned as a good source of support in coordinating these efforts. The use of existing facilities for intramural programs on Saturday mornings and Sunday afternoons was offered as a suggestion for increased use of facilities.

It was noted that there is a variance of facilities geographically. In discussing senior high school facilities, it was agreed that two gymnasiums are necessary and that auxiliary gymnasiums need high ceilings. The group expressed an interest in obtaining more information on physical education shelters.

The group offered three recommendations.

1. Buildings should be built for children rather than trying to fit children and programs into the structures that have been built.

2. A plan should be developed to standardize construction of facilities in order to obtain more satisfactory results from local architects in building endeavors; council members could profitably share this information.

3. Elementary school gymnasiums with 15' ceilings are inadequate for recreation programs; 22' ceilings are recommended for service to both the school and recreation program.

Liability Insurance

Negligence is the failure to act as a reasonably prudent person would act under particular circumstances. Teachers definitely should carry adequate liability insurance to protect themselves in the event of being subject to a suit for negligence and in the event a judgment for damages would be obtained. Many school districts have endorsement of their liability policies that protect teachers. School districts can now be sued for negligence since governmental immunity is being outlawed by many states.

Orientation for New Directors

There were several areas of interest discussed with the new directors. Discussion focussed on: organizational charts; job analysis; extracurricular duties and liaison with private agencies; preparation of budgets; personnel; curriculum and preparation of teaching guides, teaching aids and books; in-service education programs; sources of information and contact with press; and professional advice.

Some concern was expressed about the decentralization of authority in some geographical areas. The factual result of this may be that the director becomes a consultant available at the request of the principal.

Patterson's American Education, published by, and available from, Educational Directories Inc., P.O. Box 199, Mount Prospect, Illinois 60056, gives population size and top administrative personnel of public and private school districts throughout the United States. School enrollments are available in Education Statistics, printed and sold by the Government Printing Office, Washington, D.C.

Outdoor Education

There is a trend toward more outdoor education; this is part and parcel of the trend toward recreation education and the inclusion of recreation activities in the school program.

Project Writing of Guides

Because of new knowledge, changing program emphasis, and developing educational fashions, there is a constant need for upgrading and rewriting current guides used in public schools. The institution of new courses, such as a program in family life and sex education, may make a new curriculum guide an immediate imperative need. Unfortunately, guides are often stereotyped: an accumulation of games, rules, dances, and some general basic local philosophy.

Thousands of man hours and dollars are expended annually in developing locally what is already available from many other local systems. It would be useful to have a central source where ready made units and other assistance would be available.

There is a trend toward the development of loose-leaf type publications in which supplementary materials may be incorporated as they are developed. It is almost impossible to develop one comprehensive, definitive guide.

When developing guides, total staff involvement is a recommended procedure; students should be consulted for ideas. Categories of activities should be reviewed together with time allotment for each within the school year and by units for each year. Guides must be developed to meet local needs and interests; allowance must be made for flexibility in interpretation, utilization of individual teacher skills, innovations and imagination. Priorities in program activities should be established. There is a trend toward supplemental guide development to support the curriculum guides.

It was recommended that, as local systems develop unique publications, their availability should be made known through the City and County Directors Newsletter. It was also recommended that advantage should be taken of publications and bibliographies published by AAHPER. A publication list is available from AAHPER, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Scheduling

Although most schools are now involved in computer scheduling of classes, the human element in the person of one who understands physical education is still needed. Due to lack of proper facilities, many schools are still involved in the traditional twice a week programs, some with and some without health courses. The ultimate goal for physical educators should be to strive for: five days per week of physical education, or its equivalent in time; controlled class sizes of 30 to 35 students; physical education classes to be complimented with a sound program of health education.

Varsity Competition for Girls

There is a marked imbalance in the sport opportunities provided to boys and girls. The effect on the intramural program concerned some; one school system, it was reported, did not permit its interscholastic program to start until one hour after the close of the school day. Most school systems play contests in the afternoon.

It was agreed that girls' interscholastic programs are now a reality and deserve and require adequate attention since many girls wish to participate. There was an expressed need for expanding some facilities in order to provide for additional area for participation. Sharing of facilities is a must as is the need for trained women coaches. Women staff members should be increased so that they may assume responsibility for both the intramural and interscholastic programs.

APPENDIX

A Reference Paper on Big City Approach to Crowd Control for Interscholastic Competition

LOUIS C. JORNDT
Director, Division of Health, Physical Education, and Safety, Chicago Public Schools, Chicago, Illinois

The Chicago Public Schools, having the second largest boys interscholastic program of its kind in the world, faces many problems concerning crowd control. Therefore, much planning and organization takes place every sport season which involves representatives from the schools, the police, and the city transportation authorities.

During the first two weeks of each school year two large meetings, one held on the north and one on the south side of the city, are planned. Representatives, including students, from all high schools are requested to attend their section meeting. The general purpose of these meetings is to set the tone within and between schools for the coming football season.

Two weeks before the season starts, each school sends a faculty representative to a north or south side organizational meeting. At this time every game scheduled is completely discussed and plans for all games are outlined. Such items as the home team, spectator stands, faculty supervision, and entertainment are considered and definite arrangements are made for the benefit of the schools involved.

Each week on Wednesday preceding the football games scheduled for Thursday, Friday and Saturday, a meeting is held in the office of the Division of Health and Physical Education. At this meeting police, juvenile officers, C. T. A., human relations representatives, and others immediately concerned with the games are assembled under the direction of the supervisor in charge of football. Every game of the preceding week is evaluated and discussed in detail. Reports of trouble spots are recorded. When this phase is completed, the games scheduled for the coming week are evaluated. They are then graded according to tension, rivalry, size of expected crowd, and league importance. After this is done all agencies are assigned according to the evaluation, i. e. rivalry with tension and anticipated large crowd would receive more police, more faculty, more help in all categories. When Negro teams and/or large crowds are involved, the proportion of Negro police and Negro assistants are also proportionally increased.

In addition to these organizational activities, the Division has listed the specific duties and responsibilities of school personnel involved in interscholastic spectator sports. "A Check List of Arrangements and Preparations for Spectator Conduct and Control" is provided, a copy of which is to be given to the district superintendent at least one day before each game.

Each high school engaged in interscholastic competition has multiple responsibilities in maintaining its relationships with all school personnel and community, transportation, and law enforcement agencies. While most interscholastic contests are conducted without unpleasant incidents in our large city, it is necessary to organize all contests using every possible avenue for pre-planning. It is with this in mind that the following guidelines have been written.

We invite and appreciate comments and constructive criticism from principals and others concerning ways of improving this portion of our program. These should be addressed to the director.

A PLAN OF OPERATION FOR SPECTATOR CONDUCT AND CONTROL AT FOOTBALL AND BASKETBALL GAMES

Division of Health and Physical Education
Chicago Public Schools
Chicago, Illinois

Competition in football and basketball are student activities which have educational as well as recreational values. If they are to promote a high degree of good citizenship among the spectators and in the community in which games are played, careful planning and supervision are necessary. The home and the visiting school share equal responsibility for the organization and follow-up of all operations concerning spectator conduct and control.

The following recommendations were designed to contribute to the welfare and security of every individual who attends interscholastic activities. The functions, duties, and responsibilities of all personnel concerned are defined for principals and faculty members. A coordinated and cooperative plan on the part of each school is to be made incorporating these recommendations. Schools must be aware of every eventuality in arranging for crowd control and may make minor adjustments in their procedures to meet any special needs.

COACHES

Tickets: Allow sufficient space for guest and board of athletic control passes. Do not over-sell the number of seats available for paying customers. As the importance of the game increases, so will the number of pass holders.

Field or bench passes: Issue a limited number of passes to key persons, excluding players, who are assigned to an official duty on the field. They should be visibly displayed by the pass holder.

Team roster: Prepare mimeographed rosters of all players with their respective jersey numbers and have available at every game for the press and spectators.

Player identification: Have available the name, address, and telephone number of the parent or guardian of every player on the team.

Injury: Assign a faculty member, other than the coach, to take care of injured players and general spectator behavior in the vicinity of the player's bench.

In the event that an injured player must be taken to the hospital, he is to be accompanied by a faculty member who is responsible for taking along the player's street clothing and all pertinent data.

Make out accident report on the day it occurs. If an accident is serious, such as fracture, loss of consciousness, or severe bleeding, notify the principal and call the office of Safety Education, DE 2-7801, Ext. 236.

Publicity: Consider carefully the information released to newspapers so that published articles are not detrimental to team, sport, or school. Treat officials, newspapermen, and all working personnel with respect and propriety.

STUDENTS

A continuous program of student education is necessary throughout the school year, particularly during the football and basketball season.

Assemblies: School assemblies have value in the master plan for crowd control by providing opportunities to inform students about transportation and seating arrangements, to discuss personal conduct at each contest, and to provide the opportunity for interaction with cheerleaders and other school respresentatives. The student council organization should take an active part in the drive toward total school involvement. Members should meet in the days prior to games for planning and their role should be one of leadership at school assemblies.

Transportation: Proper consideration for transportation facilities and equipment must be emphasized to students. Orderly boarding and leaving buses before and after games, good manners while in transit, and respect for the property of others can be discussed in division and class periods, and in group guidance meetings.

Dispersal: The details for the dispersal of spectators must be organized and communicated to students before every game. The location of exits, chartered buses, and areas for private parking should be made known. The public address system should be in good working order with authorized personnel in charge of announcing.

FACULTY

Class teachers: Physical education teachers should initiate class discussions on good sportsmanship and spectator behavior during the first weeks of the school year and as often as necessary thereafter.

Faculty Representative in Charge: Faculty members should be assigned to each game in numbers according to the need to help maintain good spectator conduct. One member of the group should be designated by the principal as the official representative. This man will always be in close communication with the coach and principal regarding all plans and arrangements.

Faculty members assigned to game duty should be briefed prior to the game as to duties and stations. They are on duty during the entire game and dispersal period.

Explanations to faculty members assigned to game duty should include problems of spectator control at the half-time period; the fourth quarter "alert" period, and the end of the game "break"; and a discussion of the arrangements with stadium management, police, and the C. T. A.

Faculty members assigned to game duty at football and basketball games should be active in crowd direction and, if necessary, should assist the police and the stadium management in dispersing groups. Small group gathering and wandering should be immediately discouraged by all on-duty personnel.

The official faculty representative, the stadium management, and the police detail should plan the procedures to be followed for intercepting and removing individuals or groups causing a disturbance.

The playing area must be kept clear of spectators at all times.

The official faculty representative and the officer in charge of the police detail should be in constant contact throughout the game. All personnel, including the C. T. A. supervisors, should be alerted four minutes before the end of the game and deployed to posts inside and outside the field or gymnasium.

Half-Time: Whether or not there is field entertainment, faculty supervision is necessary to help direct the crowd, keep spectators off the playing area, and to keep the under-the-stands area cleared.

Spectator participation activities such as cheering and singing should be encouraged and school time schedules pre-arranged. This should be accomplished early in the week of the game and explained to students and sponsors by the official faculty representative. Each band, cheerleading squad, ROTC Unit, and all special units should be directed and supervised by faculty members. When they are to perform, they should be guided to the correct entrance to the playing area. Each group should be told of the amount of time allowed for performing and must confine their presentation to the limit given.

After the Game: Personnel on duty (including faculty) should be stationed near exits or along routes to exits to expedite the movement of spectators and to assist in the loading of buses.

Schools having special or chartered buses should have all arrangements concerning faculty supervision and loading points completed during the week of the game and students should be informed of these plans. Chartered buses are advised whenever possible, and should not be purposely routed through opponents school district.

Some faculty members should be assigned to assist police in dispersing the "hang-on" groups waiting for the team after the game.

The faculty representative should arrange for police to patrol the traffic arteries and transfer points used by the majority of spectators.

When feasible, teams can be brought together after a game for refreshments.

ARRANGEMENTS WITH STADIUM MANAGEMENT (Football)

The official faculty representative in charge of game arrangements should be in constant touch with the field or stadium management at least one week prior to the date of the game. All arrangements concerning the control of spectators must be cleared with the principal. Schools should assist the field or stadium management by:

Having the faculty representative report to field management promptly before games.

Checking with the management by Tuesday of game week regarding provisions for police supervision in and outside the field or stadium.

Having a definite plan for controlling spectators before, during, and after the game which includes planning signs; spectator seating, traffic patterns, and exits to be used so as to minimize the mingling of school groups.

Making arrangements for ticket sellers; ticket takers; gate men; pass gate entries; and locker room space for special groups.

Notifying on-duty faculty members to be in attendance on hour before game time.

Following all agreements made with the C. T. A.

Arranging for supervision of washroom facilities.

Arranging for the establishment of first aid stations.

Discussing with students prior to games the importance of showing sportsmanship and for using appropriate cheers—particularly when a player is injured. Officials' penalties for infractions of playing rules should be understood and respected by the student body.

Instructing the game announcer that his sole duty is to give an unbiased running account of the game and that he is to make no remarks of a personal nature that can be misconstrued by the opposing student body.

ARRANGEMENTS WITH POLICE

Every school requests their own police assistance through the official faculty representative. These arrangements are made by contacting the Director, Division of Health and Physical Education, a minimum of two days before the date of the game. The request should be for a normal police detail, with the understanding that in emergencies additional men will be needed and supplied.

At the beginning of the game, the school representative in charge of arrangements should identify himself to the police officer in charge and they should review and further discuss the plans made for spectator control. These plans include: the size and nature of anticipated crowd, the degree of rivalry and tension, the possibility for trouble, arrangements for handling emergencies, dispersal after the game, and supervision of transportation routes and transfer points.

ARRANGEMENTS WITH CHICAGO TRANSIT AUTHORITY - C. T. A.

Every school makes requests for service to the area (local) depot superintendent, giving him the following information: anticipated size of crowd, the need for additional service to regular routes, probable route and transfer points for the majority of students, and the approximate time of the fourth quarter "alert". The Transportation Department numbers are as follows:

Operations Control - MO 4-7200, Ext. 347 (Merchandise Mart)
Mr. C. Batterson, Mr. W. Hill, Mr. J. Roche, Mr. A. Tchelebian

District "A" - TR 4-7100, Ext. 266 (6300 South to South City Limits)
Mr. J. Kelly, Mr. T. Martin

District "B" - VI 7-4286 (6300 South to Harrison Street)
Mr. E. O'Connell, Mr. Van Hal

District "C" - AL 2-1553 (Harrison Street to Armitage Avenue)
Mr. J. Stanton, Mr. H. W. Becker

District "D" - SP 4-2661 (Armitage to North City Limits)
Mr. T. Shanahan, Mr. J. Jacoby

If no answer at the district office please call MO 4-7200, Ext. 345, and ask the dispatcher to have the district superintendent call your number. For chartered buses call MO 4-7200, Ext. 813.

An interscholastic sport season is most valuable when it is a profitable experience for participants and spectators. Only the advance planning and cooperation of all personnel—from the schools, the police department, the C. T. A., the stadium management and the Division of Health and Physical Education can provide the framework for efficient crowd control procedures.

CHECK LIST OF ARRANGEMENTS AND PREPARATIONS FOR SPECTATOR CONDUCT AND CONTROL

(Make out in duplicate—Retain one copy; send other to District Superintendent)

Game: Football ______________________ vs ______________________

Field ______________________ Time __________ Date __________

ESTIMATE OF TENSION (Check one) HEAVY ______ MEDIUM ______ LIGHT ______
Check each item below indicating attention given; remarks, if any.

STUDENT INFORMATION AND EDUCATION

______ Sportsmanship Assembly ______________________
______ Transportation Information ______________________
______ Field Seating Arrangements ______________________
______ Field Dispersal Plan ______________________

FACULTY PERSONNEL

______ Faculty Representative in Charge ______________________
______ Explanation of duties; Station Assignment: (Field, Building, Bleachers)
______ Pre Game ______________________
______ During Game ______________________
______ After Game ______________________

STADIUM AND FIELD MANAGEMENT

______ Faculty Representative in Charge ______________________
______ Seating Arrangements ______________________
______ First Aid Station ______________________
______ Comfort Stations ______________________
______ Locker Rooms ______________________
______ Ticket Sellers ______________________
______ Ticket Takers ______________________
______ Gate Men ______________________
______ Pass Gate ______________________
______ Barricades and Signs ______________________

POLICE DEPARTMENT SERVICE

Request for a Detail via Director's Office
(DE 2-7800 - Ext. 365)

______ Local Field Control Plan Discussed with Police ______________________
______ Dispersal Plans Discussed with Police ______________________
______ Name of Police Officer in Charge at Game ______________________

CHICAGO TRANSIT AUTHORITY SERVICE

Request to Local District Superintendent
______ for Additional Transportation Service ______________________
______ Transfer Points Discussed ______________________
______ Loading Point Plans Discussed ______________________

______________________ Date ______________________
Signature of Person Completing Check List

____
High School

AGENDA

SOUTH SIDE INTER-SCHOOL COUNCIL ON CITIZENSHIP

CHICAGO VOCATIONAL HIGH SCHOOL - AUDITORIUM
THURSDAY, SEPTEMBER 22, 1966 - 9 A.M.
CHICAGO, ILLINOIS

1. Pledge to the Flag and Star Spangled Banner

2. Opening Remarks and Introduction of Officers - S. L. Nowinson
   District Superintendent
   District 17

3. Meeting Called to Order - President - James Boggan of Hyde Park High School

4. Reading of Minutes of Previous Meeting - Secretary - Amelia Waitches of
   Gage Park High School

5. Welcome - Eugene H. Beaver, Principal - Chicago Vocational High School

6. Introduction of Guests - Dr. R. L. Reinsch, District Superintendent
   District 18

7. Topic of the Day - "FORMULA FOR A GOOD FOOTBALL SEASON"

   A. Guest Speakers

      Mr. Arthur Buehler, Director of Bureau of Health, Physical Education and Recreation - Chicago Board of Education

      Mr. Elliott Hasan, Athletic Director - Hyde Park High School

      Dr. Morris Haimowitz, Director of Bureau of Human Relations
      Board of Education

RECESS

   B. A general discussion and question period - Auditorium

   C. Principals and District Superintendents Meeting - Social Room
      Mr. Arthur Buehler

   D. Football Coaches Meeting - Room to be announced - Mr. Louis Jorndt

8. Announcements - Attendance Cards for High School Delegates - Be sure that your name, title and school are on your card. Also list a subject or problem that you feel would make a good subject for the next meeting.

9. Adjournment

September 15, 1967

TO NORTH SIDE DISTRICT SUPERINTENDENTS AND HIGH SCHOOL PRINCIPALS:

On Friday, September 29, 1967, the annual fall meeting on ATHLETICS AND GOOD CITIZENSHIP will be held in the Auditorium of Foreman High School, 3235 N. Leclaire Avenue, at 9:30 a.m.

The following persons from all North Side High Schools are requested to attend:

District Superintendents
High School Principals
Varsity Football Coaches
Football Team Captains

Presidents of Student Councils
Editors of School Newspapers
Captains of Cheerleader Squads or
GAA Presidents

Under discussion will be the planning for the current football season and the techniques of insuring good conduct and good citizenship by all participants. Brief addresses will be presented by:

Dr. Thaddeus J. Lubera, Associate Superintendent for Instruction, North Side
Mr. Louis C. Jorndt, Director, Bureau of Health, Phys. Ed. and Recreation
Dr. George R. Ricks, Acting Director, Bureau of Human Relations
Deputy Chief John Leonard, Chicago Police Department
Capt. Michael J. Delaney, Director, Youth Division Chicago Police Dept.
Mr. Raymond Dagenais, Asst. Superintendent of Surface Operations, C. T. A.

The major address will be presented by Dr. George W. Connelly, newly appointed Associate Superintendent Area C (North Side). ("The Responsibility of Leadership")

Following these talks and a short break, a general discussion period will take place. The group will be broken up into several sections for greater communication as follows:

STUDENTS - will remain in the Auditorium for discussions with Dr. Ricks and other personnel
COACHES - will meet in the Library with Mr. Ervin H. Rittmeyer
DISTRICT SUPERINTENDENTS, HIGH SCHOOL PRINCIPALS - will meet in Social Room with Police, C. T. A. personnel and Mr. Jorndt.

Adjournment will occur no later than 11:30 a.m.

District Superintendents, principals, directors, coaches and other adult personnel are invited to arrive at the Social Room at 9:00 a.m. for "Coffee And" before the meeting.

Ten copies of this notice are provided for use by the principal, who is requested to distribute copies to all adults and students under his supervision, in accordance with the invitational list above.

Your presence at and cooperation with this very important meeting will be of great value in insuring that the current football season will be most successful in a variety of ways.

VINCENT J. CONROY, Chairman
DISTRICT SUPERINTENDENT, THREE

Connecticut Crowd Control Questionnaire

CLASSIFICATION:

School districts were asked to check the size of their system as LARGE CITY or SMALL CITY (or SUBURBAN).

Large City--------------10
Small City or Suburban--12

It was felt that there might be rather strong differences in the findings in the smaller city or suburban school districts as opposed to large city school districts. These differences proved not be be great, but some trends are indicated. Therefore, the results of the survey are shown as (1) Large City, (2) Small City or Suburban, and (3) Total.

1. Have you experienced increased problems in the supervision and control of spectators at athletic events in the past 3 years?

Large City---------------------------4 yes 6 no
Small City or Suburban---------------2 yes 10 no
Total--------------------------------6 yes 16 no

Summary: Six school districts of 22 have experienced increased problems in the past 3 years. The greatest increase falls in the large city category.

2. During this same period, have you had an appreciable increase in spectators at these events?

Large City---------------------------4 yes 6 no
Small City or Suburban---------------4 yes 8 no
Total--------------------------------8 yes 14 no

Summary: 8 of 22 school districts report an increase in attendance in the past three years.

3. Have you experienced increased concerns for crowd control in the past 3 years?

Large City---------------------------8 yes 2 no
Small City or Suburban---------------8 yes 4 no
Total-------------------------------16 yes 6 no

Summary: 16 of 22 school districts have experienced increased concerns for crowd control in the past three years.

4. In what sports do you take the greatest precautions?

Large City	Small City or Suburban
1. Football	1. Football
2. Basketball	2. Basketball
3. Baseball	3. Wrestling
4. Hockey (2 school districts)	4. Soccer
5. Track & Field	5. Baseball
6. Swimming	6. Swimming

Summary: All school districts take precautions in Football and Basketball. More listed football as needing the most precautions. Hockey, although played in only two school districts, was listed high.

5. a. Do you employ teachers to supervise spectators at athletic events? (In addition to the usual ticket sellers and ticket takers?)

Large City	6 yes	4 no
Small City or Suburban	9 yes	3 no
Total	15 yes	7 no

Summary: 15 of 22 school districts employ teachers to supervise spectators.

b. Have you increased (or started) this coverage in the past 3 years?

Large City	4 yes	6 no
Small City or Suburban	10 yes	2 no
Total	14 yes	8 no

Summary: 14 of 22 school districts have increased the amount of faculty supervision in the past 3 years.

c. Do you pay these teachers for this service?

Large City	6 yes	4 no
Small City or Suburban	8 yes	4 no
Total	14 yes	8 no

Summary: 14 of 22 school districts pay teachers for supervising spectators at athletic events.

6. a. Do you employ custodians to exert control of the buildings and/or grounds at athletic events?

Large City	9 yes	1 no
Small City or Suburban	10 yes	2 no
Total	19 yes	3 no

Summary: 19 of 22 school districts employ custodians to exert control over buildings and/or grounds at athletic events.

b. Has it been necessary to employ more custodians to exert proper control in the past 3 years?

Large City	5 yes	5 no
Small City or Suburban	3 yes	9 no
Total	8 yes	14 no

Summary: 8 of 22 school districts are employing more custodians today than 3 years ago. A greater percentage of those who do are large city school districts.

7. a. Do you utilize uniformed police officers to supervise spectators at athletic events?

Large City	10 yes	0 no
Small City or Suburban	12 yes	0 no
Total	22 yes	0 no

Summary: All 22 school districts polled employ uniformed police officers for athletic events.

7. b. Has it been necessary to increase the number of police officers at these events in the past 3 years?

Large City---------------------------7 yes   3 no
Small City or Suburban---------------4 yes   8 no
Total--------------------------------11 yes   11 no

Summary: One half of the 22 school districts have increased police coverage in the past 3 years. 70% of the large cities have increased police coverage in the same period.

c. At what athletic events do you utilize uniformed police officers?

Events	Large City	Small City or Suburban	Total
Basketball	10	12	22
Football	10	11	21
Baseball	2	2	4
Hockey	2	0	2
Track and Field	2	0	2
Cross Country	2	0	2
Wrestling	0	2	2
Soccer	1	0	1
Swimming	1	0	1

Summary: All school districts utilize uniformed police officers at football and basketball games. (One school district has not yet played home football games.) Both of the two school districts who play hockey use police protection. Large cities use police protection in 8 different sports. Small cities or suburban school districts use police at only 4 different sports.

8. a. Does your school district conduct assemblies on sportsmanship or discuss sportsmanship at pep rallies?

Large Cities-------------------------10 yes   0 no
Small Cities or Suburban-------------12 yes   0 no
Total--------------------------------22 yes   0 no

Summary: All 22 school districts polled conduct assemblies on sportsmanship or discuss sportsmanship at pep rallies.

b. Has it become necessary to increase these discussions in the past 3 years?

Large Cities-------------------------5 yes   5 no
Small Cities or Suburban-------------3 yes   9 no
Total--------------------------------8 yes   14 no

Summary: 8 of 22 school districts have increased sportsmanship efforts in the past 3 years. 5 of these 8 are large city school districts.

9. a. Have you had one or more major incident involving spectators in the past 3 years?

Large City---------------------------3 yes   7 no
Small City or Suburban---------------2 yes   10 no
Total--------------------------------5 yes   17 no

Summary: Five school districts have reported major incidents involving spectators in the past 3 years. Three of the five school districts are in large cities.

9. b. Have you had any minor incidents involving spectators in the past 3 years?

Large City---------------------------7 yes 3 no
Small City or Suburban---------------9 yes 2 no
Total--------------------------------16 yes 5 no

Summary: 16 of 21 school districts reporting have had minor incidents involving spectators in the past 3 years.

c. Does this represent an increase in the past 3 years?

Large City---------------------------3 yes 7 no
Small City or Suburban---------------3 yes 9 no
Total--------------------------------6 yes 16 no

Summary: Six school districts indicate an increase of major or minor incidents in the past 3 years.

10. a. Have you experienced unfavorable incidents during the playing of the National Anthem or at other ceremonial activities at athletic events in the past 3 years?

Large City---------------------------2 yes 8 no
Small City or Suburban---------------0 yes 12 no
Total--------------------------------2 yes 20 no

Summary: Two school districts have had incidents during the playing of the National Anthem or at other ceremonial activities at athletic events in the past 3 years.

b. Do you feel that the recent incident at the Mexico Olympics could have an unfavorable reaction at your athletic contests?

Large City---------------------------5 yes 4 no
Small City or Suburban---------------2 yes 10 no
Total--------------------------------7 yes 14 no

Summary: Seven of 21 school districts reporting feel the recent incident at the Mexico Olympics, involving the National Anthem, will have an unfavorable reaction at their athletic contests. 5 of the 7 are large city school districts.

c. Do you feel the action of the Olympic Committee in disciplining the two American athletes will have a favorable reaction on some of our potential problems?

Large City---------------------------7 yes 2 no
Small City or Suburban---------------9 yes 3 no
Total--------------------------------16 yes 5 no

Summary: 16 of the 21 school districts reporting feel the action of the Olympic Committee in disciplining the two American athletes will have a favorable reaction on some of our problems.

d. If your answer to 10a above was yes, do you feel you have a reasonable solution to the problem?

10. Summary: The following responses were given:
"Stress a positive approach to the National Anthem"
"We must demonstrate firmness"
"Flagrant violators should have money refunded and ejected"
"Remove violators--but discretion is needed to avoid a full scale riot".

11. a. Have you played night football?

Large City---------------------------7 yes 3 no
Small City or Suburban--------------4 yes 8 no
Total-------------------------------11 yes 11 no

Summary: Half of the schools polled have played night football with the greatest number, seven, being large city school districts.

b. If you answered "yes" above, have you changed to day games to exert better control?

Large City---------------------------5 yes 2 no
Small City or Suburban--------------2 yes 2 no
Total--------------------------------7 yes 4 no

Summary: 5 of 7 large city school districts and 2 of 4 small city or suburban school districts, who played night football, have changed to day games to exert better control.

c. Are you considering changing to day games to exert better control?

Inadequate tabulation. No yes answers.

Summary: It is deducted that all school districts who felt the need to change from night football to day games have already made the change.

12. a. Do you play night basketball games?

Large City---------------------------10 yes 0 no
Small City or Suburban--------------12 yes 0 no
Total--------------------------------22 yes 0 no

Summary: All school districts polled play night basketball games.

b. Have you changed to afternoon games to exert better control?

Large City---------------------------2 yes 8 no
Small City or Suburban--------------0 yes 12 no
Total--------------------------------2 yes 20 no

Summary: Two school districts, both large cities, have changed to afternoon basketball games to exert better control.

c. Are you considering changing to afternoon games to exert better control?

Large City----------------------------1 yes 9 no
Small City or Suburban---------------1 yes 11 no
Total---------------------------------2 yes 20 no

Summary: Two school districts are considering changing to afternoon basketball games to exert better control. One school district, who made the change, is reverting back to night games on a trial basis.

13. Of the controls you exert in your schools, which do you feel are most effective?

Replies	Large City	Small City or Suburban	Total
Sportsmanship Assemblies and/or Rallies	5	7	12
Uniformed Police Protection	6	3	9
Example of Coaches and/or Players	2	3	5
Faculty Supervision	2	3	5
Strict Enforcement of Rules of Conduct	1	2	3
Schematic Layout of Area	1	2	3
Discussion with Game Officials	2	0	2
Hire Key Staff Members to Supervise	1	1	2
Custodial Staff	2	0	2
Lettermen's Club or Fathers' Club as Ushers	1	1	2
Pre-Contest Staff Meeting	1	1	2
Strategic Use of Public Address System	1	1	2
Press (Positive Approach)	1	0	1
Lighting of Parking Area	1	0	1
Control of Pep Squads	0	1	1
Eliminate Playing National Anthem	0	1	1
Concern of School Administration	0	1	1
Pre-Game Reading of Sportsmanship Code	0	1	1

Summary: Answers to this question are summarized above. Stressing sportsmanship and presence of uniformed police officers was mentioned most often. Many other excellent suggestions were offered.

Common Practices for Senate Athletic Events

THE CLEVELAND ATHLETIC COUNCIL,
Cleveland, Ohio

FOREWORD

This booklet is for coaches, faculty managers and principals to guide them in conducting Senate athletic events. The efficient operation of scholastic sports is essential for the achieving of maximum educational benefits.

Every one of these common practices has evolved from the experience and recommendations of the principals and athletic personnel of the Senate schools. They are not designed to restrict participants or spectators but rather to insure protection and enjoyment for every one.

Alertness to the problems which may arise before, during or after an event must be a major concern of all interested in the success of the entire athletic program.

The Cleveland Senate Athletic Council

September 1962
Revised—September 1967

COMMON PRACTICES FOR SENATE ATHLETIC EVENTS

Attendance of Faculty

The attendance of faculty personnel is a deterrent to rowdyism. Therefore, teachers are urged to attend all athletic contests.

Attendance of Faculty Managers of Athletics is required at all athletic contests of major sports where tickets are sold. When tickets are not sold, some one should be assigned by the principal to be responsible for crowd behavior.

Bands

Basketball:

Bands or musical instruments are not permitted at basketball games.

Football:

At 7:20 p.m. the band or bands move on the football field for the National Anthem and should be off the field by 7:26 p.m.

Bands must stay outside the fenced area of the football field until the players are leaving the field.

Players shall not enter the field between halves until the bands have completed their programs.

Boosters' Clubs

Boosters' Clubs must be made aware of the problems that arise when large groups are in attendance and should conduct themselves in a sportsmanlike manner at all times. Sponsors shall be present in cheering sections.

Bulletin to Parents

It is suggested that school principals prepare a bulletin addressed to the parents of students, advising them of the time a game starts and at what hour they should expect their children to return home, as well as the restrictions which are placed on their behavior at these events.

Chain and Down Indicator

The home team should make sure that responsible persons are assigned to the 10 yd. chain and down indicator. These individuals should report to the head linesman fifteen minutes before game time and five minutes before the second half begins.

Cheer Leading

Cheer leader sponsors must review all cheers which are used at all athletic contests. No cheers which reflect on the opposing teams are to be used. If there is any doubt as to the good taste or propriety of a cheer, the matter should be referred to the principal.

The head cheer leader should welcome the visiting cheer leaders and discuss with them the procedure for cheering during the game.

A maximum number of six cheer leaders may participate at any one time during basketball games. No limit for football. Consult the Manual for Advisors of Cheer Leaders, Drill Teams and Majorettes, Cleveland High School Athletic Senate.

Coach

Conduct of coaches and players is of prime importance. More than any other person, the coach sets the pattern for the attitude of fans.

Basketball:

Coaches must have their line-ups to the Official Scorer ten minutes before the game begins. Coaches must indicate the starting five within three minutes of starting time.

Football:

Coaches and players are restricted to the area inside the 35 yd. lines of the football field.

Conduct

In order to maintain good relations with residents in the vicinity, students should be cautioned about undue noise in going to and from schools, about blocking driveways and about littering tree lawns.

Confetti

Absolutely no confetti of any kind is permitted. Persons throwing confetti or torn papers will be requested to leave the stadium or the gymnasium.

Doctor

It is the responsibility of the home school to have a physician present for football games. The doctor on duty should be instructed by the home faculty manager to visit each team's locker room between halves and immediately after the game, to determine that all injured boys are in a satisfactory condition, or to find out if there are any injured boys who need attention.

The information card on Medical Care of Athletes should be provided the game doctor by the faculty manager of the home team.

Faculty Meetings

At faculty meetings the possibility of misconduct should be discussed. Methods of prevention should be outlined and discussed in homerooms.

Field Announcer

The field manager shall instruct the field announcer to check with the band directors in regard to the playing of the school song.

Both faculty managers are responsible for furnishing spotters for the field announcer.

Field Clock

The field clock is the official timepiece of games. This is by Senate regulation.

Fire Batons

The use of fire batons is not permitted.

Flag Raising

The home team is responsible for the flag-raising ceremony. Cheer leaders or other officials should be delegated for this purpose.

Game Ball

Basketball:

A leather or composition-covered basketball is official for high school contests.

Football:

A leather football shall be used unless both coaches mutually agree to use the rubber-covered ball. There shall be no election of the type of ball to be used by the offensive team. This is by unanimous vote of Senate coaches.

Game Program Sale

Home team may sell.

Home Team

The home team faculty manager and field manager shall confer and make certain that all game details are checked.

Identification Card

An identification card is to be carried to all athletic contests by every student.

Interpretation

If coaches or officials have anything to discuss covering any interpretation once the game has started, it is mandatory that they do so in the locker room. Situations should not be discussed on the gymnasium floor or football field, as this practice is liable to be misinterpreted by spectators. This is especially true when leaving the floor or field at the end of the first half or at the end of the game.

Intoxicants

Possession of intoxicants is illegal on Board of Education property.

Junior High Schools
Sale of Tickets

Sale of tickets to junior high schools is not permitted. It is the feeling of the Senate Athletic Council that junior high school students should not be encouraged to attend senior high school activities.

Lights

Lights are to be left on until most of the spectators have cleared the field area.

Lights are to be on all during the game and half time period.

Loitering

Loitering will not be permitted. Students attending games should be instructed to leave the building or field area immediately at the conclusion of the game.

Misconduct

Severe penalty for misconduct shall be imposed by the principal.

Schools involved in misconduct shall not have a schedule of night games.

Student misconduct shall mean forfeiture of the privilege of that student to attend school activities.

Motorcades

No motorcades or parades are permitted before or after any contest.

Mouth Guards

It is mandatory for a player to wear a mouth guard for practice and games in contact sports.

Noisemakers

Horns, drums or other noisemakers are not permitted at games.

Officials

Game officials are the only ones allowed in the officials' dressing rooms. Dressing facilities for officials should be checked carefully prior to game time.

Parents

Parents should be encouraged to attend games with their children.

If parents are picking up students after the game, they should be there on time so that students will not have to wait alone.

Partisan Fans

Partisan fans must remain on the side of the field or gymnasium designated for their school.

Players' Bench

Only coaches, players, faculty managers and student managers are permitted on the players' bench.

Police

Adequate police supervision must be secured for all athletic contests. Where the management of the field is the responsibility of the faculty manager of the home team, adequate police and faculty supervision must be secured.

Control outside of a field is a district police matter. Faculty managers must keep the District Police Inspector informed as to the schedule of all athletic events.

Posters

Posters or banners—except for those carried by cheer leaders—are not permitted and shall be confiscated.

Procedure Before the Game

Basketball:

Officials must report to the home team faculty manager no later than 6:15 for a 6:45 p.m. game. Afternoon games begin at 4:00 p.m. For an afternoon game, they should report to the home team faculty manager no later than one half hour before the start of the game.

If officials are not able to make the deadline and for some reason are going to be late, they should notify the faculty manager of the home team.

The junior varsity game will begin at 6:45 p.m. The game shall consist of four 7-min. quarters. The varsity game shall begin fifteen minutes after the conclusion of the junior varsity game.

Football:

Teams may take the field at 6:50 p.m. for warm-up and leave the field at 7:20. The referee will flip the coin with the captains at 7:15 on the field. At 7:20 the band or bands move on the field for the National Anthem and should be off the field by 7:26. Teams should use the end zone for all their blocking practice. This will conserve the playing area of the field.

Game officials are to report to the home team faculty manager or field manager one hour prior to the scheduled time of the game. If they are not able to make that deadline and for some reason are going to be late, they should notify the faculty manager of the home team or the field manager at John Adams, John Marshall or West Tech.

Safety

Students should exercise extreme caution in driving to and from games.

Scorers

The home team and visiting team are responsible for designating responsible individuals as Official Scorers. These individuals should report to the Referee fifteen minutes before the basketball game begins.

Special Ceremony

If a school is planning a special ceremony between halves, approval must be obtained from the opponent. Field Manager must be notified.

There must be strict enforcement of time limits for half-time programs.

Sportsmanship

Responsibility for good sportsmanship lies with the administration, coaches, players, officials, cheer leaders, students and fans.

Coaches and officials are responsible for the sportsmanlike conduct of the players and the team bench.

Players should be reminded by the coaches that they are to address an official in a respectful manner.

Spotters

Both faculty managers are responsible for furnishing spotters for the Field Announcer.

Student Council Meeting

A meeting of Student Council representatives of competing schools is recommended, at which time proper conduct, regulations and good sportsmanship should be discussed.

Student Seating

Center sections for students should be roped off. Special section should be reserved for the band.

Tickets

Basketball:

The maximum number of tickets issued for any one game must not exceed the comfortable seating capacity of the gymnasium in which the game is to be played.

The comfortable seating capacity of each gymnasium is to be determined by the principal of each school. Such seating capacity is to be forwarded and kept on file in the Bureau of Physical Welfare.

The competing schools are to decide upon the allocation of tickets to be made and only the number of tickets agreed upon is to be issued to each competing school. This includes faculty passes, participant tickets, etc.

If the competing schools cannot agree upon the allocation of tickets, then each school is to be issued tickets in number equal to half of the determined comfortable seating capacity of the gymnasium.

Football:

Faculty managers of both teams are responsible for furnishing samples to the field manager of tickets which are sold at the schools.

Transportation

Principals are urged to charter buses to transport spectators from school to the game and return to school. This would minimize the possibility of any incident where students would be waiting for public transportation on street corners.

Uniforms

It is recommended that wherever possible the visiting team wear dark uniforms and the home team light uniforms.

Ushers

It is recommended that varsity letter men assist as ushers at basketball games.

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[1] This bibliography represents only a few of the hundreds of references available. Articles and books have been selected to provide a basic introduction to and/or extensive bibliographies on various aspects of the problem. Starred (*) items comprise basic references.

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FILM RESOURCES

Drugs and the Nervous System (Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069)

... The film explains how drugs affect many different parts of the body, by working indirectly on the nervous system. It is designed to reach children at an age before many of them, it is hoped, have begun to experiment with drugs. (18 minutes)

Excellent technical accuracy, excellent effectiveness in reaching the desired audience and from good to excellent dramatic impact. Rated best for junior and senior high school students, but also rated good for elementary school students, college students, teachers, and the lay public. Above average when compared with other films. Described as being "good for science classes" and "will provoke discussion," Animation reported as excellent.

Mind Benders (National Medical Audiovisual Center, Chamblee, Georgia 30005)

... Mind benders explores the potential therapeutic uses and the known hazards of LSD and other hallucinogens as well as some of the motivations of abusers. Outstanding medical authorities and users of the drugs appear in this FDA documentary. (26 minutes)

Excellent technically; good to excellent effectiveness in reaching desired audience; good to excellent dramatic impact. Rated best for senior high school students, college students, teachers and "learned" lay public. Well above average of films on similar subject. Many liked the dialogue with "users" best. Described as "most objective film on subject" but criticized for inclusion of "government propaganda."

Louisville, Kentucky, Advisory Committee for Family Life and Sex Education

TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SAMUEL V. NOE, SUPERINTENDENT

SUBJECT: ADVISORY COMMITTEE FOR FAMILY LIFE AND SEX EDUCATION

DATE: NOVEMBER 20, 1967

During the past several years there has been evidence of a greatly increased interest in the area of Family Life and Sex Education throughout the United States. Authorities in this field believe that the current climate of opinion is conducive to public acceptance of more instruction in the schools about this subject.

The current program in Family Life and Sex Education in the Louisville Public Schools includes the following:

1. Family living is taught in various units of instruction in all of the elementary grades.
2. Several elementary principals show to sixth graders, with the approval of the parents, a motion picture, "Human Growth." In most cases the supervisor or assistant supervisor of health, physical education, and safety is present to answer questions following the showing of the motion picture.
3. One adopted health textbook for grade six has several pages devoted to human reproduction. This book is used in only a few of our elementary schools.
4. Health-science classes in the seventh and eighth grades offer a unit of instruction in sex education at the discretion of the teacher.
5. The health education course in grade ten provides a unit of instruction in family life and sex education.
6. Home economics classes in the junior and senior high schools provide instruction in family living throughout the courses.
7. A home economics course in family living is offered in senior high schools. Sex Education is included in this course with instruction varying from teacher to teacher.

8. Highland Junior High School offers a six-week unit of study in sex education in the ninth grade science classes for all students.

Because of limited or non-existent college preparation, most teachers are not trained to give proper instruction in sex education. Accordingly, a workshop in Family Life and Sex Education was held from June 12-16, 1967, for 100 teachers from both Louisville and Jefferson County schools. This workshop was sponsored by the Family Life Association, the Lincoln Foundation, the Louisville Chapter of National Council of Jewish Women, the Louisville Council Parent-Teachers Association, and several local P. T. A. units. Supervisors are continuing to hold workshops in their special areas to provide additional training in this field.

Apparently there is a need for a study of our present curriculum in Family Life and Sex Education. We believe that an Advisory Committee composed of laymen and professionals knowledgeable in this field working with a selected group of principals, supervisors, and administrators could give us valuable assistance in reviewing our present program and in making suggested changes.

I recommend that you authorize the superintendent to appoint an Advisory Committee for Family Life and Sex Education.

February 1968

The Superintendent's recommendation was approved by the members of the Board, and the first meeting of the Advisory Committee for Family Life and Sex Education was held at 2:00 P. M., February 1, 1968, in the Board Room at the Administration Building.

ADVISORY COMMITTEE FOR FAMILY LIFE AND SEX EDUCATION
LOUISVILLE PUBLIC SCHOOLS

Miss Elizabeth Baggerly, Coordinator, Office of Home Economics, Louisville Public Schools
Mr. Edward Bagian, Supervisor, Office of Science, Louisville Public Schools
Mr. A. J. Beeler, Director, Division of Curriculum, Louisville Public Schools
Rev. Benjamin D. Berry, Plymouth United Church
Dr. Warren M. Cox, Psychiatrist
Mr. R. Keith Cullinan, Vice-President and Trust Office, The Kentucky Trust Company
Mrs. Robert Delahanty, Consultant, Metropolitan Social Services Department
Mr. Walter R. Delamarter, ACSW, Director of Social Work Education, Southern Baptist Seminary
Mr. Randle Dew, Executive Director, Louisville Area Council of Churches
Mr. Chester B. Diamond, Assistant Rabbi, Congregation Adath Israel
Mrs. Garnet M. Dixon, Health Teacher, duPont Manual High School
Miss Dorothy Dreisbach, General Supervisor, Office of General Supervision, Louisville Public Schools

Miss Virginia D. Durrett, Director of Health Education, Louisville-Jefferson County Health Department
Mr. Al Erlen, Executive Secretary, Jewish Social Service Agency
Miss Ferold Gidcumb, Principal, Johnston School
Mr. Tom Godfrey, Supervisor, Office of Health, P. E., and Safety, Louisville Public Schools
Dr. Frances S. Goldsmith, Head, Department of Home Economics, University of Louisville
Mrs. Lloyd Greenebaum, Vice-President, Louisville Section National Council of Jewish Women
Dr. Joyce Howell, Pediatrician
Mrs. Lucian L. Johnson, Former Executive Secretary, Family Life Association
Dr. Ronald L. Levine, Medical Director, Planned Parenthood Clinic
Mrs. Evelyn G. Mattmiller, Director of Services, Family and Children's Agency
Dr. Lovick C. Miller, Director of Research, Child Psychiatry Research Center
Mr. Sammie L. Neal, Director, Project N. O. T. E., Neighborhood Youth Corps
Mrs. John A. Petry, Representative, League of Women Voters
Mr. Kenneth Phillips, ACSW, Assistant Director of Mental Health
Dr. Elliott Podoll, Pediatrician
Dr. David Steere, Professor, Pastoral Theology, Presbyterian Seminary
Mr. Vaughn M. Stevens, Principal, Highland Junior High School
Dr. David Stewart, Psychiatrist
Mrs. Ethel Sukow, Home and Family Life Education, Louisville Council PTA
Mrs. David Traub, Past President, Family Life Association
Mr. J. Mansir Tydings, Executive Secretary, Lincoln Foundation
Mrs. Wilhelmina Zimmerman, Assistant Supervisor, Office of Health, P. E., and Safety, Louisville Public Schools

Film and Filmstrips Used at Teachers Workshop on Family Life and Sex Education

The following films are available from the Mental Health Department, State Board of Health, Audio-Visual Library, 600 So. 7th, Louisville, Kentucky. They are free. Call to reserve - 587-6589.

Phoebe - The story of a pre-marital pregnancy. Deals with mental and emotional reactions of a teenager upon discovering she is pregnant. Dramatically reveals her apprehension and depicts her thoughts about telling her parents, her boy friend, school authorities and their possible reactions to her. Designed to help students understand the rational and emotional aspects of premarital pregnancy. Modern and up-to-date, it was a favorite of those attending the workshop. For Jr. and Sr. high students. 29 minutes.

From Generation to Generation - This sensitively made film, combining animation with live action, illustrates childbirth as an emotional and spiritual experience as well as a physical one. Practical information in a romantic context. 27 minutes, color. For Jr. and Sr. high students.

Psychological Differences Between the Sexes - Dramatizes the diverse reactions of a girl and a boy to similar situations, and generalizes on some psychological differences between the sexes. Then shows the same couple after marriage as they have misunderstandings because they do not recognize these differences. 14 minutes. Jr. and Sr. high students.

Who is Sylvia? - Presents a sensitive study of the dreams, fears, and hopes of a 14 year old girl and her relationships with her family, school, and friends. Uses as a catalyst the impromptu and unchaperoned get-together of "the gang" after school. Highlights a characteristic lack of communication and understanding between parents and their adolescent children. 29 minutes. Jr. high students.

Palmour Street - Shows events in the daily life of the Negro families living on Palmour Street in Gainesville, Ga., to illustrate certain basic concepts on mental health as they relate to family life, and some of the basic ways in which parents influence the mental and emotional development of their children. 27 minutes. Senior high students. (Also in the film library of the Louisville Board of Education.) Catalog number M-853)

Early Marriage - Gives a general background of the social institution of marriage. Then shows a high school couple who "run off" and get married without parental consent. Through the drama, the problems which these young people face are presented, such as, financial obligations of a home, expectancy of a baby, future schooling of the husband, etc. 20 minutes. Color, Jr. and Sr. high students.

The following filmstrip is available from the Louisville Council of Churches, 3rd and Broadway, Louisville, Kentucky. Rental, $3.00

Sex: A Moral Dilemma for Teenagers - Dr. Mary Calderone narrates this filmstrip which examines the many faces of sexual experience in light of a morality which our young people can understand. Probes lack of communication between parent and child, momentary passion, sexual maturity, infatuation vs. love. Examines the sordid inside feeling and ultimate tragedy of a unwanted child and/or forced marriage.

The following films are available free from the Louisville and Jefferson County Department of Health, 240 East Madison, Louisville, Kentucky, 584-5281

Dance Little Children - The question is raised as to how much of the blame for the increased incidence of venereal disease in adolescents can be placed on the teenager and how much on the adult. Some aspects of a venereal disease program are touched on and some case examples given. 28 minutes

The Innocent Party - The case history of a teenager who contracts venereal disease and transmits it to his girl friend is presented. The emotional effect of the disease is shown and the necessity for prompt medical attention is stressed. Color, 15 minutes. Jr. and Sr. high students.

The following films are in the film library of the Louisville Board of Education, Louisville, Kentucky.

Boy to Man - A science and health film, explains some of the common manifestations of maturation. It is designed primarily for showing to boys just entering adolescence, and aims to provide an opportunity to ask questions of a responsible adult to lessen tension and fears. Good for sixth grade use. 16 minutes, color. Catalog number M-1726

Girl to Woman - An important film for girls dealing with growth and development during the turbulent change from girlhood to womanhood. Describes the male reproductive system as well as that of the female. An authoritative treatment of a sensitive subject, produced under medical and psychiatric supervision. Companion film to above film. 18 minutes, color. Catalog number M-1736

Human Growth - Shows a mixed group of 7th graders in class, viewing and discussing an animated film. Film traces growth and development of the organism from mating through pregnancy and birth, then from infancy through childhood and adolescence to the adult form. Differences in male and female structural development are emphasized. 20 minutes. Catalog number M-1927

Human Reproduction - Factual film on the human reproductive systems and normal birth. Uses animated drawings to describe anatomy and physiology. Illustrates the process of menstruation. Discusses the functions of the male organs, manufacture of sperm, flow of semen through urethral canal up to the point where it can be desposited into the vagina. Shows how the deposited sperm move into the fallopian tubes, fertilization takes place, and the evolvement of the human baby from cell to matured fetus. Explains mechanics of delivery process. Stresses the importance of objective familiarity with these facts as important to the success of marriage and parenthood. 21 minutes. Catalog number M-1919 B

Suggested Worksheet for Determining Design Program of Public Swimming Pools

(To be completed by the program staff and submitted to the architect as a guide in designing the pool.)

Program design is basic to the proper planning and design of a swimming pool. Complete agreement on the nature and scope of the aquatic program must be achieved before the pool can be properly designed. Consideration should be given to both the immediate and long-range (future) needs. This "worksheet" is designed to aid communities or schools in arriving at a concise statement of its overall goals, objectives, and specific requirements of the program in order that the best possible facility may be achieved within the limitations imposed by the budget. Where compromises are made, for one reason or another, they should be recorded so that everyone involved in planning the facility will be aware of the decision.

People who will be responsible for the conduct and administration of the aquatic program should carefully complete the questions in the worksheet. These requirements will then be translated into design data and characteristics, which then become the guide to the architect and engineer in the preparation of working plans.

I. GENERAL DESCRIPTION OF POOL:

The following is an example of the type of statement that should be developed by the planning group to indicate overall pool objectives. This statement would be applicable to a college pool.

> "This pool is a part of a new physical education building complex consisting of gymnasium, classrooms, handball courts, and an indoor track. It will be used primarily by three groups: (a) professional physical education students; (b) students enrolled in required physical education courses, and (c) recreation swimming for the general student body."

This material is from the book, Aquatics Handbook, by M. A. Gabrielsen, Betty Spears, and B. W. Gabrielsen (Englewood Cliffs, New Jersey: Prentice-Hall, second edition, 1967).

II. FUNCTIONS TO BE PERFORMED BY THE POOL FACILITY:

A. SPECIFIC PROGRAM USES (Check in appropriate column the program areas that will be conducted.)

	YES	NO	OCCASIONALLY
1. Instruction of non-swimmers	____	____	____
2. Instruction of swimmers	____	____	____
3. Water safety, life saving and survival swimming	____	____	____
4. Competitive swimming	____	____	____
5. Diving	____	____	____
6. Synchronized swimming	____	____	____
7. Skin and scuba diving	____	____	____
8. Water shows	____	____	____
9. Recreation	____	____	____
10. Instruction for handicapped	____	____	____
11. Teaching young children	____	____	____
12. Instruction for canoeing	____	____	____
13. Instruction for boating	____	____	____
14. Instruction in sailing	____	____	____
15. Bait, spin and fly casting instruction	____	____	____
16. Water polo	____	____	____
17. Research	____	____	____
18. Others	____	____	____
19. ____________________	____	____	____

B. ADMINISTRATIVE AND SUPERVISORY FACILITIES

The proper administration of the swimming pool is essential to assure the health and safety of users as well as to achieve the objectives of the aquatic program. To accomplish the above, certain controls must be built into the pool, and certain facilities provided to house the staff and equipment. In addition, the pool must be furnished with equipment for instruction and safety. This section contains a list of facilities and equipment related to the above functions which should be carefully studied by the planning group.

Specify the number, and describe the facility or equipment so that the architect and engineer will be able to provide exactly what is needed.

1. Offices:

Number
Size
Location
Description
Furniture
Special Features

2. Lifeguard Stands or Chairs:

Number
Location
Description

3. Safety Equipment: Indicate number desired and specific manufacturer, if there is a preference.

Item	Number	Description
Ring Buoys		
Reaching Rescue Pole		
Torpedo Rescue Pole		
Shepherd's Crooks		
Electronic Warning Device		
Ground Fault Detector		
Resuscitator		
Telephone		
First Aid Kit		
Safety Lines		
Gas Masks		
Electrical Outlets in Pool		
Others (name)		

4. Instructional Equipment: Indicate number and describe item or manufacturer's catalog number, if there is a preference.

Item	Number	Description
Kick Boards		
Swim "Bubbles" or Trainers		
Canoes		
Boats		
Swim Fins		
Masks		
Goggles		
Scuba Equipment		
Snorkles		
Pace Clocks		
Scoreboard		
Chalk Boards		
Bulletin Boards		
Electric Clock		
Equipment Racks, Trucks or Hangar		
3-Meter Diving Stands		
1-Meter Diving Stands		
Platform(s) - give height		

(Continued)

Item	Number	Description
Diving Boards (size and type)		
Starting Blocks		
Water Polo Goals		
Water Basketball Goals		
Others: (name)		

5. Maintenance and Operation Facilities and Equipment: (related to program only)

    a. Storage Rooms (for instructional equipment):
    Number
    Size
    Location
    Special Features

    b. Public Address System:
    Location of microphone input
    Location of control unit

    c. Benches (Number, location and description)

    d. Deck space for instruction (location and dimensions)

    e. Cleaning equipment (type)

    f. Underwater Observation Window(s)
    Size and Location

    g. Deck and Pool Markings (describe)

    h. Underwater sound system

    i. Underwater Lights (indicate number)

III. REQUIREMENTS AND SPECIFICATIONS FOR EACH PROGRAM FUNCTION:

The following data is designed to establish the special requirements of each program area. The activities previously checked in Section 1A need to be fully described and their "special" needs identified (both related to design and equipment). Place the name of the activity in the space provided under: Program Area. Then answer the specific questions that are applicable to the activity. Additional worksheets should be prepared in order to provide one for each program area.

PROGRAM AREA: ______________________________

Anticipated Peak Loads: ______________ Age Distribution of Users: ______________

Size of Water Area Needed: ______________________________

Rules Which Govern Activity: ______________________________

Specific Measurements of: Water Depth ______________
Length of Pool ______________
Width of Pool ______________
Height of Ceiling ______________

Description of Any Special Facilities Needed:

List of Special Equipment Needed:

Describe below any other special feature of the activity which the architect or engineer should have (such as air or water temperature, deck markings, etc.), in order to properly design the pool for the program to be conducted.

Checklist for Use in Planning a New Pool

The items below apply to various stages of development of the pool; thus, the check list should be used continuously until the pool is completed. It is suggested that a rating of each item be made using the following scale:

A ______ The plans meet the requirement completely
B ______ The plans meet the requirement partially
C ______ The plans fail to meet the requirement

In the event an item is marked "C", corrective measures should be taken as soon as possible.

I. GENERAL FEATURES APPLICABLE TO ALL POOLS:

1. Has a clear-cut statement been prepared on the nature and scope of the design program and the special requirements for space, equipment, and facilities dictated by the activities to be conduct? ________

2. Has the swimming pool been planned to meet the total requirements of the program to be conducted as well as any special needs of the clientele to be served? ________

3. Have all plans and specifications been checked and approved by the local Board of Health? ________

4. Is the pool the proper depth to accommodate the various age groups and types of activities it is intended to serve? ________

5. Does the design of the pool incorporate the most current knowledge and best experience available regarding swimming pools? ________

6. If a local architect or engineer who is inexperienced in pool construction is employed, has an experienced pool consultant, architect, or engineer been called in to advise on design and equipment? ________

This material is adapted from Planning Areas and Facilities for Health, Physical Education, and Recreation, by National Facilities Conference. Revised 1965, with permission of the Athletic Institute and the American Association for Health, Physical Education, and Recreation.

7. Is there adequate deep water for diving (minimum of 9 feet for one-meter boards, 12 feet for three-meter boards, and 15 feet for ten-meter towers)? ________

8. Have the requirements for competitive swimming been met (7-foot lanes; 12-inch black or brown lines on the bottom; pool one inch longer than official measurement; depth and distance markings)? ________

9. Is there adequate deck space around the pool? Has more space been provided than that indicated by the minimum recommended deck/pool ratio? ________

10. Does the swimming instructor's office face the pool? And is there a window through which the instructor may view all the pool area? Is there a toilet-shower-dressing area next to the office for instructors? ________

11. Are recessed steps or removable ladders located on the walls so as not to interfere with competitive swimming turns? ________

12. Does a properly-constructed overflow gutter extend around the pool perimeter? ________

13. Where skimmers are used, have they been properly located so that they are not on walls where competitive swimming is to be conducted? ________

14. Have separate storage spaces been allocated for maintenance and instructional equipment? ________

15. Has the area for spectators been properly separated from the pool area? ________

16. Have all diving standards and lifeguard chairs been properly anchored? ________

17. Does the pool layout provide the most efficient control of swimmers from showers and locker rooms to the pool? Are toilet facilities provided for wet swimmers separate from the dry area? ________

18. Is the recirculation pump located below the water level? ________

19. Is there easy vertical access to the filter room for both people and material (stairway), if required? ________

20. Has the proper pitch to drains been allowed in the pool, on the pool deck, in the over-flow gutter, and on the floor of shower and dressing rooms? ________

21. Has adequate space been allowed between diving boards and between the diving boards and sidewalls? ________

22. Is there adequate provision for lifesaving equipment? Pool cleaning equipment? ________

23. Are inlets and outlets adequate in number and located so as to insure effective circulation of water in the pool? ________

24. Has consideration been given to underwater lights, underwater observation windows, and underwater speakers? ________

25. Is there a coping around the edge of the pool? ________

26. Has a pool heater been considered in northern climates in order to raise the temperature of the water? ________

27. Have underwater lights in and racing walls been located deep enough and directly below surface land anchors, and are they on a separate circuit? ________

28. Has the plan been considered from the standpoint of handicapped persons (e.g., is there a gate adjacent to the turnstiles)? ________

29. Is seating for swimmers provided on the deck? ________

30. Has the recirculation-filtration system been designed to meet the anticipated future bathing load? ________

31. Has the gas chlorinator (if used) been placed in a separate room accessible from and vented to the outside? ________

32. Has the gutter waste water been valved to return to the filters, and also for direct waste? ________

II. FEATURES APPLICABLE TO INDOOR POOLS ONLY:

1. Is there proper mechanical ventilation? ________

2. Is there adequate acoustical treatment of walls and ceilings? ________

3. Is there adequate overhead clearance for diving (15 feet above low springboards, 15 feet for three-meter boards, and ten feet for ten-meter platforms)? ________

4. Is there adequate lighting (50 footcandles minimum)? ________

5. Has reflection of light from the outside been kept to the minimum by proper location of windows for skylights (windows on sidewalls are not desirable)? ________

6. Are all wall bases covered to facilitate cleaning? ________

7. Is there provision for proper temperature control in the pool room for both water and air? ________

8. Can humidity of the pool room be controlled? ________

9. Is the wall and ceiling insulation adequate to prevent "sweating"? ________

10. Are all metal fittings of non-corrosive material? ________

11. Is there a tunnel around the outside of the pool, or a trench on the deck which permits ready access to pipes? ________

III. FEATURES APPLICABLE TO OUTDOOR POOLS ONLY:

1. Is the site for the pool in the best possible location (away from railroad tracks, heavy industry, trees, and open fields which are dusty)? ________

2. Have sand and grass been kept the proper distrance away from the pool to prevent them from being transmitted to the pool? ________

3. Has a fence been placed around the pool to assure safety when not in use? ________

4. Has proper subsurface drainage been provided? ________

5. Is there adequate deck space for sunbathing? ________

6. Are the outdoor lights placed far enough from the pool to prevent insects from dropping into the pool? ________

7. Is the deck of non-slip material? ________

8. Is there an area set aside for eating, separated from the pool deck? ________

9. Is the bathhouse properly located, with the entrance to the pool leading to the shallow end? ________

10. If the pool shell contains a concrete finish, has the length of the pool been increased by three inches over the "official" size in order to permit eventual tiling of the basin without making the pool too short? ________

11. Are there other recreational facilities nearby for the convenience and enjoyment of swimmers? ________

12. Do diving boards or platforms face north or east? ________

13. Are lifeguard stands provided and properly located? ________

14. Has adequate parking space been provided and properly located? ________

15. Is the pool oriented correctly in relation to the sun? ________

16. Have windshields been provided in situations where heavy winds prevail?
____

Survey on the Status of Interscholastic Sports Programs for High School Girls

AAHPER DIVISION FOR
GIRLS AND WOMEN'S
SPORTS

Enclosed are the results of the survey conducted last Spring by the Division for Girls and Women's Sports. For your convenience the results received have been tabulated for questions 1, 2, 3 and 4; reasons and/or suggestions from questions 2 and 5 are listed separately; responses from each state are shown on a chart.

I wish to thank those of you who participated and trust that the results will be of value and interest to you in your states.

RESPONSES WERE RECEIVED FROM 40 STATES

1. Does your state have a program of interscholastic athletics for girls?
   30 Yes; 6 No.

2. If so, is it administered by the same state association as the program for interscholastic athletics for boys? If not, please list your reasons for having a separate interscholastic athletic organization for girls:
   27 Yes; 4 No.
   Comments: None

3. Have women physical education teachers been involved in the development of policies and regulations for interscholastic athletics for high school girls? If yes, in what capacity?
   25 Yes; 8 No.
   9 a. A committee of the state DGWS Committee
   6 b. A study committee of DGWS
   7 c. An advisory committee of DGWS under the State High School Athletic Association

4. If you do not have interscholastic sports for girls please indicate the status as of this date:
   5 a. Being studied
      5 by a committee of women
      2 by a joint committee of men and women
   2 b. No action in the area of interscholastics for girls is contemplated.

__3__ c. In the process of being developed
__2__ under one state organization
__0__ under a separate organization for girls

5. List suggestions you would offer to assist other states in developing and implementing interscholastic athletics for girls.

(1) Committees of State DGWS chairmen, state AHPER presidents, principals, administrators, state high school association secretaries should be formed. Work jointly with the men. (6 chairmen reporting)

(2) Have greater representation on existing boards or have separate organization. (1 reporting)

(3) Take program out of state boys' athletic group. (1 reporting)

(4) National DGWS should give more help by writing or speaking. (1 reporting)

(5) Study your area by means of a survey to determine interest, purposes, policies, governing rules. (1 reporting)

(6) Consider staff and facilities. (2 reporting)

(7) Develop separate set of policies for girls. (1 reporting)

(8) Develop a "philosophy" of competition before alarming principals. (1)

(9) Define terms and unify thinking. (1 reporting)

(10) Involve women. (2 reporting)

(11) The key is mutual understanding with the men's organizations. (1)

(12) Appoint a strong chairman of a study committee; provide for adequate geographical representation; publish results of the study committee. (1 reporting)

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